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ABSTRACT

This manual examines the ways in which the Michigan Occupational Information System (MOIS) can be used to facilitate career decision making. The programs featured serve a variety of client groups and can be administered by teachers, counselors, social workers, librarians, and paraprofessionals. The program descriptions, activities, and exercises contained in the guide document successful career decision-making techniques. The name, address, and telephone number of the contact person is included at the end of each program. Programs described have been used in grades K-12, colleges, public agencies, and libraries. Sample forms used in the programs are included. (KC)

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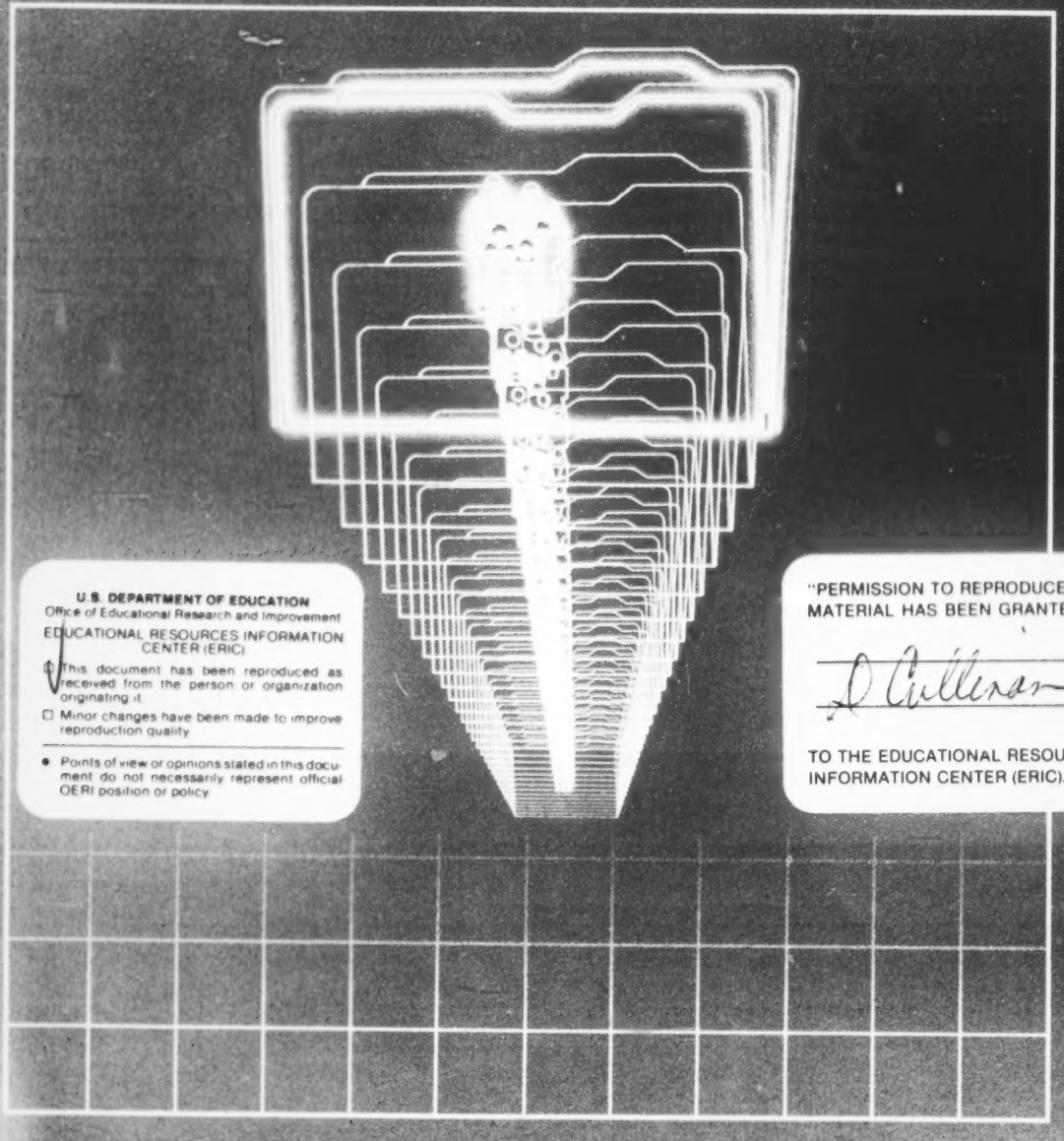
michigan occupational information system

APPLICATION TRAINING 1990



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1990 MOIS APPLICATION TRAINING
AGENDA

I.	Introduction - CAREER PATHS TO A BRIGHTER FUTURE	10"
II.	What's New With MOIS	5"
III.	Career Paths in K-12 and Vocational Centers	40"
	Brandon High School	
	Eagle Village	
	East Jackson High School	
	Grosse Pointe North High School	
	Livonia Career Education Center	
	Newaygo County Area Vocational Center	
	Sanilac Career Center	
BREAK		10"
IV.	Career Paths in Colleges and Universities	15"
	Oakland Community College	
	Western Michigan University	
BREAK		10"
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VI.	Career Paths in Library - School and Public	20"
	Birch Run High School Library	
	Education Information Centers (E.I.C.) Battle Creek Willard Library Detroit Public Library Flint Public Library Lansing Public Library Marquette Peter White Library	
VII.	Selected Program Highlights	15"
	Alpena Community College	
	Berkley High School	
	Kingsley High School	
	Macomb Community College	
	St. Louis Schools	
	Traverse City Junior High School	
VIII.	Questions and Evaluation	10"

TIME WILL BE ALLOTTED FOR DISCUSSION FOLLOWING EACH PROGRAM.

THURNER BAKERY, INC.
319 FIFTH STREET
CALUMET, MICHIGAN 49913
•
PHONE 906-337-3711

JAMES R. PINTAR
PRESIDENT

August 1989

Dear MOIS User:

I am pleased to have this opportunity to introduce you to this year's MOIS Application Training Manual. The theme, "Career Paths to a Brighter Future" is especially fitting for our times. Our world with its economic and social changes continues to become much more challenging, complex, competitive and less forgiving.

The MOIS Application Training Manual is a practical and operational collection of user information to serve current and future employment needs. Through its continued wide usage and timely updates, it has, without question, proved to be a valuable tool for use in career path development. You may use it with confidence in developing your life long career objectives.

Regardless of your chosen field or the complexity or simplicity of the technology process, it is only through our own developed ability to understand and perform the functions, that we will improve the activity we call work. It is that specific improvement that has and will provide a secure, satisfactory place for us in our future. As willing learners, I am confident each of us can be a part of meeting and exceeding the challenges we face as we move along our chosen life long "Career Paths to a Brighter Future."

Sincerely,

James R. Pintar

James R. Pintar

COPPER COUNTRY OWNED AND OPERATED SINCE 1920

CAREER PATHS TO A BRIGHTER FUTURE

THROUGH INFORMED DECISIONMAKING

Introduction

Expanding international competition and rapid technological advancements are contributing to the mobility of today's job market. At the same time, improved health care and an increase in life expectancy are lengthening the number of years an individual is able to work. These factors suggest that people will: spend more time in the workforce, experience a greater number of job transitions, and regularly engage in career decisionmaking.

As more people explore occupational options, the decisionmaking process gains attention. People are beginning to recognize the connection between career decisions and employment opportunities. Remaining employable and maintaining a quality-filled life now requires long term planning.

The theme of the 1990 MOIS Application Training Manual is "Career Paths To A Brighter Future Through Informed Decisionmaking." As the theme suggests, there are multiple paths to "a brighter future." The challenge is in identifying which path to travel. MOIS provides information and guidance to help meet that challenge.

There are four concepts basic to career decisionmaking: self-awareness, career awareness, goal setting, and planning. Career guidance personnel use these four concepts in designing activities to meet client needs. High school students may view self-awareness in terms of skill identification, while social service recipients focus on improving self-esteem.

This manual examines the ways in which MOIS can be used to facilitate career decisionmaking. The programs featured serve a variety of client groups and are administered by teachers, counselors, social workers, librarians, and paraprofessionals. The program descriptions, activities, and exercises contained within, document successful career decisionmaking techniques. The contents of this manual may be reproduced. The name and phone number of the contact person(s) is/are included at the end of each program; feel free to use these contacts for additional information. MOIS is pleased to contribute to your continued success in facilitating informed career decisionmaking.

CAREER PATHS IN K-12 AND VOCATIONAL CENTERS

Developing "career paths" at the secondary school level are of primary importance. The results of this career development process will determine the direction of entry into the adult world of work.

Career development includes self-awareness, career awareness, decisionmaking, and planning. In the elementary and middle school, the student explores a broad range of careers. As the student moves into the high school and vocational center, the career exploration process requires narrowing.

A primary component of career development is the Educational Development Plan (EDP). Skill and aptitude identification, decisionmaking, and planning, along with parental involvement and student/teacher/counselor teamwork are all important aspects of a successful EDP.

The programs offered on the following pages provide seven approaches to the career development process which have been successful in enabling the student to select a "career path to a brighter future."

BRANDON HIGH SCHOOL

EDP PLANNING FOR THE FUTURE

Introduction

Brandon High School has implemented a schoolwide career development program modeled after Van Buren County's educational development planning (EDP) process. Brandon's program utilizes the talents of teachers, counselors and paraprofessionals in delivering a comprehensive career guidance curriculum.

Product

During their four years at Brandon, students participate in a variety of activities increasing their self-awareness, developing their problem-solving and decisionmaking skills, and expanding their understanding of careers. Each year students refine their planning capabilities by updating their individual EDPs.

Process

The Brandon EDP actually begins in middle school. Eighth grade students participate in a two week career unit during which they are introduced to the EDP process. Students use the Formula For Your Future--Car Problems workbook to learn basic problem-solving concepts. These concepts are then applied to career decisionmaking and EDP development. In the Formula For Your Future--Work Worries, students are guided through preliminary self-investigation, and career **cluster** exploration. MOIScripts are used to obtain detailed information on specific careers. Students end their eighth grade career unit by developing and beginning an EDP folder for high school, and creating a ninth grade class schedule.

Ninth grade students spend a week reviewing decisionmaking concepts and revising their EDPs (see p. 5). The MOIS Structured Search and the Ohio Vocational Interest Survey are both given. Students then cross reference the results of these two inventories, generating a list of job titles which match their interests. From this list students research careers using MOIS (see Clusters Explorations - p. 6). Because tenth grade students are asked if they wish to attend the Oakland Technical Center, ninth grade students tour the Center during their career exploration unit.

As self-awareness and occupational knowledge increase, students' choices and plans change. Keeping track of these changes requires regularly revising the EDP. By tenth grade students have taken the Differential Aptitude Test (DAT) and are ready to cross reference those test results with MOIS. As career goals and educational plans change, class schedules and EDPs are adjusted. The workbook Formula For Your Future--Fast Acting helps students explore these changes.

The eleventh grade career unit is enhanced by a two week employability skills unit conducted during government class. This two week unit uses the text Toot Your Own Horn and addresses resume development, job applications, cover letters, interviewing, networking, fringe benefits, pay checks, and work place vocabulary. The career unit focuses on educational options through the workbook Formula For Your Future--Educational Dilemmas and the MOIS education, training and financial aid files. In addition to these activities, students again revise their EDPs.

As students prepare to leave Brandon, counselors conduct senior guidance workshops and exit interviews (see p. 7). During these meetings seniors review future plans, check graduation requirements, and examine career goals. If a student seems unsure of his/her future plans, counselors may ask him/her to continue career/educational exploration using a Work Order (see p. 8). Students then return to the counselor's office and discuss their findings. In addition to this individual counseling, the school arranges a college night and a military night.

Summary

Brandon High School has implemented a yearly process for self-reflection during which students reconsider educational and career goals. Graduating students have become accustomed to this regular self-examination. As a result, they have learned a process to smoothly navigate their upcoming career transitions.

Jim Whitbread, Counselor
Brandon High School
1025 Ortinville Rd.
Ortonville, MI 48462
(313) 627-4981, Ext. 229

EMPLOYABILITY DEVELOPMENT PLAN

My name is_____ Date_____

My school is _____Grade_____

A short term career goal I have is to be a _____.

Eventually, I would like to be a _____. The way I

want to prepare for those careers is by _____

_____.

I made these decisions based on the following facts: I like _____

_____

(Cluster)

jobs, prefer working with _____; I enjoy _____

(Data, People, Things)

_____;

_____.

I am good at _____;

I need to improve in _____.

My grade point average in the past has been _____.

Classes I can take at _____ in ninth grade

that would be helpful are: _____

_____.

In tenth grade: _____

_____.

In eleventh grade, I could take: _____

_____.

In twelfth grade, I could take: _____

_____.

Other activities I could be involved in are: _____

_____.

10th Grade Follow-up	11th Grade Follow-up	12th Grade Follow-up
Still is accurate: YES NO (Circle One)	Still is accurate: YES NO (Circle One)	Still is accurate: YES NO (Circle One)

CLUSTER EXPLORATIONS

	BUSINESS	HEALTH	SERVICE
On-The-Job Training	Tax Preparer	Nurse Aide	Guard
Community College Degree	Legal Assistant	Clinical Lab Worker	Fire Fighter
Bachelor's Degree	Computer Systems Analyst	Physician's Assistant	Interpreter Translator
Making $20,000			
Interacting with people			
Use creativity			
Working indoors			
Light lifting (10 lbs or less)			
Work independently			
Job growth in my geographic area			
Job security			
Medical fringe benefits			
Opportunity for advancement			

BRANDON HIGH SCHOOL

SENIOR INTERVIEW

Date _____ Student _____

HIGH SCHOOL CREDIT RECORD

Grade	Credit	Graduation Requirements Required Courses	Credits	Credit Earned	Credit Needed
9th Completed	.....	English	3	.....	.....
		Social Studies	3	.....	.....
10th Completed	.....	Government.....			
		Physical Education	1½	.....	.....
11th Completed	.....	Health.....			
Total 9—11	.....	Math	2	.....	.....
		Science	2	.....	.....
12th _____	.....	Fine Arts	½	.....	.....
Total 9—12	.....	Electives _____			
		22 Credits Required (Minimum) for Diploma		.....	.....

Extra-Curricular Activities (In and Outside of School)

9th _____

10th _____

11th _____

12th _____

_____

Employment Experience _____

_____

_____

Occupational Plans _____

_____

Post-Secondary Educational Plans

_____

Comments _____

_____

_____

_____

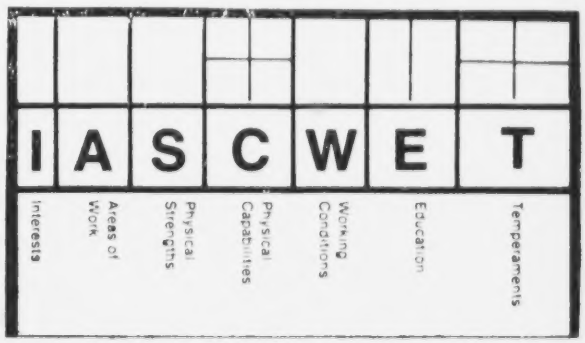
_____

_____

_____

12th Grade Program

1st Semester	2nd Semester



MOIS CAREER PREFERENCES

1. _____

2. _____

Counselor _____
Signature

Student _____
Signature

_____
Date Turned In

CAREER PLANNING WORK ORDER

Students Name_____

I. MOIS

A. Search_____

B. Occupation Information_____

C. Education and Trading_____

1. Postsecondary Program_____

2. Apprenticship Program_____

3. Military Training_____

II. Michigan Postsecondary_____

III. Chronicle Guidance_____

IV. Other_____

Date Recorded_____

Completed Date_____

Delivered Date_____

Career Aide Signature_____

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EAGLE VILLAGE

CAREER DEVELOPMENT AND ALTERNATIVE EDUCATION

Introduction

Eagle Village is an alternative residential middle school for boys who have been in trouble with the law. In addition to traditional academic subjects, students take elective classes, such as Kim Newhouse's "Careers Class." This nine week class meets for an hour and forty minutes each day and covers topics ranging from self-awareness and career education, to employability and life skills development.

Product

Students completing Ms. Newhouse's career course have improved their basic reading, writing and math skills. They have also become more fully aware of their values, attitudes, and work habits. In addition, students have engaged in occupational exploration and increased their knowledge of work related behavior. Finally, students have developed the skills they need to seek and obtain employment.

Process

The first unit of this career class is designed to familiarize students with the work world while improving their reading and writing skills (Job Acquisition - see p. 12). The unit starts with a discussion of careers and the jobs students perform while living at Eagle Village (Questions To Begin A Career Exploration Unit - see p. 11). Ms. Newhouse uses this discussion to help students become aware of work related information they already possess. She tells her class that there are over 20,000 job titles in the United States and shows them the DOT. To further perk student interest, Ms. Newhouse uses the MOIS Alphabetical Index to locate obscure occupational titles. She then asks "Has anyone ever heard of a cytologist? Maybe you would like to be a cytologist if you knew what they did!" The MOIS Microfiche/Computer Index is then produced and students are told of the 2,000 specialty titles available in Michigan.

Before introducing the MOIS Structured Search, Ms. Newhouse asks her students about the type of work they would like to do. They are then lead through the MOIS Search. Students use their MOIS printouts to research careers in the MOIS data files and write a short paper (MOIS Career Report - see p. 12).

Excited by their occupational options, students begin the employability skills unit. They continue to develop self-awareness through the creation of a personal data sheet. This sheet is then used to design a resume. The class also learns how to read and interpret want ads, fill out employment applications and write cover letters. To assist students with interview techniques, Ms. Newhouse asks a woman from Western Central Employment and Training to conduct mock interviews. These interviews are video-taped and critiqued by the class.

Students are acquainted with the financial requirements of the work world through a series of activities involving time cards, time clocks, the pay check, and fringe benefits. Additional exercises related to personal finance and banking are also covered. These activities serve to strengthen basic math skills as well as develop employability skills.

Summary

Ms. Newhouse's class is designed to expose students to existing job opportunities. By exploring a variety of occupations, new career paths are discovered. To pursue any of these career paths students need a strong foundation of basic skills. Ms. Newhouse has combined the excitement of career investigation with the rigor of basic skill development, enabling her students to meet the challenges and choices in their future careers.

Kim Newhouse, Teacher
Eagle Village School
8500 S. 170th Ave.
Hershey, MI 49639
(616) 832-2234

QUESTIONS TO BEGIN A CAREER EXPLORATION UNIT

1. What work have you done while at Eagle Village?
2. What other work have you done?
3. How many different jobs are there in a McDonalds, (K-Mart, Meijer, etc.) and what are they?
4. What is the difference between a job source and a job?
5. List ten job sources.
6. Take the next five minutes and see if you can list 100 jobs. Do you realize that there are 20,000 jobs in the U.S. and over 2,000 in Michigan.
7. Have you ever heard of a silviculturest? (use the MOIS alphabetical index)
8. What kind of work would you like to do?
9. If you get answers such as sports professional to question 8, ask, "How many openings for a sports professional do you think there are in this area each year?"
10. What is the difference between skilled and unskilled labor?
11. Where besides college can you receive training for a job?
12. What level of education do most jobs require? Eighty percent of all jobs in the U.S. require some learned skill and technical training. Technical jobs require between two weeks and three years of training to gain entry level skills.[1]
13. How many different jobs have you had?
14. How many different jobs have your parents had?
15. What were those jobs?
16. Why do people change jobs?
17. How much time do you spend on the job, outside of work, asleep?
18. Why do people work?

[1] How To Sell Yourself, The Job-Seekers Bible, Barlow, 1981, pg. 6.

Questions developed by Kim Newhouse, Eagle Village School

JOB ACQUISITION

#2 Job Sources

1. Name four places in your community that have job placement services.
2. What is an employment agency?
3. How are an employment agency and an employment service different?
4. What is a resume?
5. What five things does a want ad tell you?
6. What is the difference between a key word and a job title in a want ad?
7. What is the difference between skilled work and unskilled work?
8. What is an apprentice?
9. How is a fact sheet like a help wanted ad?
10. Name ten places job information can be found.

MOIS CAREER REPORT

Answer the following questions:

1. What are the duties?
2. What are the working conditions?
3. What qualifications to you need for this job?
4. What machines, tools, or equipment are used for this job?
5. Are there special requirements such as a license or certification?
6. What is the employment outlook?
7. What are the average earnings per week/month/year?
8. To what other occupations is this occupation related?
9. What would you like best about this job?
10. What would you like least about this job?

Developed by Kim Newhouse, Eagle Village School

EAST JACKSON HIGH SCHOOL

COLLEGES AND CAREER CHOICES

Introduction

Arnold Hillman teaches a class entitled ACT-College Prep to twelfth grade students at East Jackson High School. Half the term is spent preparing students to take their college entrance exams; the other half of the term is dedicated to career development. This second half of the course explores the relationships between: education, career choices, and lifestyle.

Product

Students completing Mr. Hillman's twelve week career development curriculum enhance their research and decisionmaking capabilities, as well as their analytic thinking skills. They also improve their self and career awareness. Furthermore, students develop communication, networking, organizational, and time management skills. In order to complete several work assignments, students must also become competent word processors and spreadsheet users. All student work is gathered in a notebook. Parents sign each notebook entry. These notebooks are the tangible product of this class.

Process

Phase One, Choosing And Researching A Career, helps students identify their interests and explore career options. MOIS is used to conduct an interest based occupational search. The MOIS data files are then accessed for career research. After some preliminary exploration, students are asked to focus on a single career interest. Their first written assignment is to create a report using **all** of the information found in the MOIScript (see p. 16). Students are also required to write a letter to one of the "Sources of Additional Information" requesting career information. The last assignment in this section is designed to develop an ability to utilize community resources. Students must obtain information about their career from two additional resources: newspapers, magazines, professional

journals or personal interviews. Although participation in "a day on the job" is not currently required, Mr. Hillman is pilot testing the idea this year.

Phase Two, Related Education, focuses on education, school sites and financial aid. Students use MOIS in selecting educational programs related to their career interests. They also use MOIS to investigate school sites and financial aid options. One of the assignments in this unit involves writing to a school and requesting a course catalog, an admissions application and a financial aid form. Students then use the college catalog and the information they have found in MOIS to write a report on a specific educational program including a semester by semester four-year plan of study. Representatives from public and private colleges and universities, as well as vocational training schools, are invited to give presentations about their institutions. Alumni are also asked to speak about their college experiences. Because this unit also addresses financial aid, students fill out financial aid and admissions forms. They then estimate their college costs and develop a financial strategy to meet those expenses. Mr. Hillman has designed two spreadsheets for this purpose, Colleges Costs (see p. 17) and Funding For Your Education (see p. 17). Once students have used these spread sheets to analyze their financial standing, they summarize their findings in a written report.

Phase Three, Independent Living, helps students understand the relationship of their: career choices, lifestyles, income levels, and values. Using the entry level salaries reported in MOIS, and accounting for taxes and social security deductions, students prepare a one year budget (Summary of Expenses - see p. 18). All of their expenses must be fully documented. This means that if a student budgets $200 a month for an apartment, they must submit a completed apartment lease showing a rent of $200. When students "buy" a car they must obtain all of the financing information, as well as information on license plates and registration. The cost for these items must be included in their budget. Other items on the budget include food, clothes, furniture, and entertainment. Students must document their expenses. One way to do this is to cut out advertisements proving that an item is affordable at a price within their budget. After expenses are totalled, students compare their "take home pay" with their expenses. If they have exceeded their budget,

they must re-evaluate their "situation." Their options include eliminating items from their budget, buying less costly items, or finding a career with a higher salary. This process causes students to re-examine their values, goals, and lifestyle choices.

Summary

The students in Mr. Hillman's class are at a pivital point in the career development process. The choices they are currently making will affect their lives for years to come. This is one of the first transitions students experience. Because of their experiences in Mr. Hillman's class, these students have a better chance to successfully guide their future career development.

Arnold Hillman, Teacher
East Jackson High School
1566 N. Sutton Rd.
Jackson, MI 49202
(517) 764-1700

MOISCRIPT #42

COMPUTER SYSTEMS ANALYST

I. INTRODUCTION

Computer Systems Analysts help devise efficient patterns of information flow from their source to the computer. They also define the computer process necessary to turn raw data into useful information, plan the distribution and use of the results, and test the working system in operation.

II. NATURE OF COMPUTER SYSTEMS ANALYST

A. General duties of Computer Systems Analysts include:

1. Consulting with engineering, scientific, or management personnel to define the problem
2. Deciding how best to solve the problem
3. Gathering information and preparing flow charts, diagrams, and record layouts
4. Recommending procedures and preparing instructions for programmers
5. Writing and interpreting results in nontechnical language that customers and managers can understand
6. Recommending equipment for new system installations

B. Tools include:

1. Flow charts and diagrams
2. Reports and reference books
3. Digital voltmeters
4. Plotters and recorders
5. Terminals
6. Computers and peripheral equipment
7. Computer printouts
8. Oscilloscopes
9. Digital displays and readouts

III. OCCUPATIONAL SPECIALTIES

A. Computer Systems Analysts may specialize in these areas:

1. Engineering Analysts analyze scientific, engineering and other technical problems and formulate mathematical or simulation models of the problem for solution by digital or analog computers.

File: COLLEGE COSTS

COLLEGE COSTS

	First	Second	Third	Fourth	Total
TUITION	$2,520	$2,520	$2,520	$2,520	$10,080
BOOKS & SUPPLIES	$405	$405	$405	$405	$1,620
LAB FEES	$0	$0	$0	$0	$0
REGISTRATION FEES	$354	$354	$354	$354	$1,416
TRANSPORTATION	$60	$60	$60	$60	$240
ENTERTAINMENT	$500	$500	$500	$500	$2,000
ROOM & BOARD	$2,594	$2,594	$2,594	$2,594	$10,376
CLOTHES	$250	$250	$250	$250	$1,000
SNACKS	$250	$250	$250	$250	$1,000
	$6,932	$6,933	$6,933	$6,933	

FUNDING FOR YOUR EDUCATION

	FIRST	SECOND	THIRD	FOURTH	Total
SCHOLARSHIPS	$4,500	$4,500	$4,500	$4,500	$18,000
GRANTS	$1,000	$1,000	$1,000	$1,000	$4,000
BANK LOAN	$0	$0	$0	$0	$0
PARENT LOAN	$0	$0	$0	$0	$0
PERSONAL SAVINGS	$300	$300	$300	$300	$1,200
PARENTAL GIFT	$1,000	$1,000	$1,000	$1,000	$4,000
SUMMER WORK	$500	$500	$500	$500	$2,000
WORK/STUDY	$0	$0	$0	$0	$0
TRUST	$0	$0	$0	$0	$0
Total	$7,300	$7,300	$7,300	$7,300	

MEETING THE COSTS	=	$27,732
FUNDING	=	##########
	TOTAL	($1,468)

2.

File: NEW PHASE 3

SUMMARY OF EXPENSES

100.00	Housing	$5,665.00	18.52%
200.00	Vehicle	$6,818.36	22.29%
300.00	Taxes	$8,925.34	29.18%
400.00	Utilities	$1,495.00	4.89%
500.00	Recretional/Vacations	$145.11	.47%
600.00	Personnal Care	$761.97	2.49%
700.00	Gifts/Flowers	$335.00	1.10%
800.00	Charity/Fund Raisers	$15.00	.05%
900.00	Professional Dues	$0.00	0.00%
1000.00	Repairs/Maintenance	$19.95	.07%
1001.00	Professional Services	$267.88	.88%
1002.00	Loans/Grants	$0.00	0.00%
1003.00	Savings	$0.00	0.00%
1004.00	Retirement	$0.00	0.00%
1005.00	Food	$1,346.26	4.40%
1006.00	Insurance	$1,808.90	5.91%
1007.00	Furnishings	$2,981.27	9.75%
		$30,585.04	

YEARLY INCOME	$29,141.00
YEARLY EXPENSES	$30,585.04
DIFFERENCE	($1,444.04)

GROSSE POINTE NORTH HIGH SCHOOL

CAREER AWARENESS AND EXPLORATION - WHAT'S OUT THERE

Introduction

Business and industry creates the need, but schools must provide the career awareness and career exploration programs. If students know their choices, and learn how to match up the requirements of these careers with the appropriate education and training, they will be on the path to career success.

Linda Hutton, Career Resource Center Coordinator at Grosse Pointe North High School, provides the leadership to bring these career development resources to the students.

Product

The goal of the Career Resource Center staff is to serve the needs of their students as they become aware of, explore, and prepare for careers, and to provide them with the most up-to-date information on colleges and universities. If college is not an option, they encourage research into areas of interest, preparation, education and employment outlook to help the student gain a thorough understanding of a career choice.

Ninth through twelfth graders experience career awareness and exploration through a variety of Career Resource Center activities.

1. Completion and interpretation of MOIS and COPS interest inventories
2. Completion and interpretation of Armed Services Vocational Aptitude Battery
3. Completion of a minimum of three career research papers
4. Completion of The Explorers Survey
5. Monthly career awareness programs
6. College Night

Process

The Career Resource Center at Grosse Pointe North is a joint effort of every staff member in the school. It has strong support from the Parents Club for speakers, as well as communication to the community through the "Northern Lights" Parents' Club Newsletter. A full-time volunteer coordinator, working in the Administration Office provides support for students choosing volunteer career experiences in the community.

Each year ninth graders come in small groups to the Career Center. Linda administers the MOIS and/or COPS to provide students with a profile of career interest areas. Students then write three papers on three different careers - one they are very interested in, one listed on the MOIS printout from their MOIS Structured Search profile, and one unfamiliar career. Students work in the Career Resource Center using the MOIS data files and other resources to complete the MOIS Occupational Study Guide. They also watch a movie, "Decisionmaking, Career Choices."

In addition to in-house career resources, each spring, freshmen, sophomores and juniors complete the Boy Scouts Explorer Career Interest Survey which provides Mrs. Hutton with a computerized list of students by career field and hobbies. She uses this data each fall to schedule monthly career awareness programs of interest to the students. Linda also sends a copy to counselors to make them aware of the kinds of careers Grosse Pointe students are selecting. She arranges for speakers and panel members through the resources of the Parents' Club, Detroit Speakers' Bureau, a CRC file, teachers and students. She advertises these programs through the counselors, Parents Club Newsletter, daily school bulletin, and school pubic address system. Linda also reviews the printout of the Explorer Survey, and sends each interested student a personal invitation to the appropriate monthly career program. Teachers determine whether the student can be excused from class to attend.

An example of a program this year was Aviation Careers. There was a panel consisting of: a parent who is a flight attendant, coming in full uniform; a flight attendant from Northwest Airlines, who also has a master's degree in microbiology; and a pilot. The day before the presentation representatives from aeronautical schools discussed careers in building and repairing airplanes.

There is also Project MAP (Meet a Professional). The Career Resource Center staff arranges an opportunity for all interested students to meet with professionals in the community so the students can learn more about a career that interests them. (see "Your Occupation -- What Is It Really Like?" - p. 22)

Since the majority of Grosse Pointe students go to college, the two high schools, North and South, rotate the responsibility for College Night. There are 270 colleges invited with a turnout of over 3,000 parents and students. A packet of materials is distributed including:

the services of the Career Resource Center; questions to ask in a campus visit; sample letters for college inquiries; counseling services available; financial aid information; glossary of terms for college-bound students; and summaries of presentations by the Grosse Pointe South High Mothers' Club. This packet aids families as they consider college choices. There is also an external testing calendar, bibliography of college guides and resources, and a calendar for College Planning.

Last but not least, the Career Resource Center is open to students from 8 a.m. to 3 p.m. each day, as well as lunch hours, so students can use it on a one-on-one basis. Linda Hutton is there to assist students in finding the resources (MOIS computer system, Peterson Computer College Selection Service, and other materials) they need to make the right career decision.

In addition, there is a five year follow-up study by the Parents' Club to determine: Where are the graduates? Are they working while going to school? What careers are they pursuing? Did they change colleges?

Since Mrs. Hutton is new to the CRS this year, some of her future directions include putting more emphasis on vocational education, and bringing in elementary students to tour the Center and learn more about careers.

Summary

Students at Grosse Pointe North are very fortunate to have so many career resources available to them through the teamwork of Linda Hutton, school staff members, and their parents.

Linda's definition of the Career Resource Center is "A special spot in the school where students can gather and search for information on careers and colleges, and where teachers can turn for help in infusing career information into each of their curriculum areas." What a way to explore "Career Paths" for the future!

Linda Hutton, Career Resource Center Coordinator
Grosse Pointe North High School
707 Vernier Rd.
Grosse Pointe Woods, MI 48236
(313) 343-2248

YOUR OCCUPATION--WHAT IS IT REALLY LIKE?

(An Interview Guide)

Name of person being interviewed _____

Occupation and position held _____

1. Why did you choose this occupation? _____

_____

2. What special education or training did you need to enter this field? _____

_____

3. What high school subjects prepared you best for this job? _____

_____

4. Generally speaking, do you like your job? YES NO

   (A) Advantages? _____

   (B) Disadvantages? _____

5. What is the outlook for the future of this occupation? _____

_____

6. What are the opportunities for advancement? _____

_____

7. What influence does your job have on your leisure time activities, family, and your community (citizenship) activities? _____

_____

8. What is the salary range? _____

_____

9. What other occupations are closely related to your work? _____

_____

10. What advice can you give to a person interested in entering your field?

_____

_____

Student Name _____

Date _____

LIVONIA CAREER CENTER

WHAT IS YOUR NET WORTH?

Introduction

What do we owe our students? Bob Morris, Job Placement Coordinator for Livonia Career Center, says, "It is assisting students to translate specific skills to reusable skills."

Product

In March, eleventh and twelfth grade vocational center students complete four - 50 minute seminars in the Career Resource Center assessing their net worth as it relates to their future career.

The following goals are met in each of the four sessions:

Session	Goals
____ First Session	Help students understand that their real net worth as a person is more than just a major field of study or a job.
	Help students understand their job objective by using descriptive language found in a MOISCRIPT.
	Help students apply job getting skills using information found in a MOISCRIPT.
____ Second Session	Help students assist themselves in terms of their interests, skills, and values, and how they relate to their job objective.
	Help students understand (1) What is a resume? (2) Why use a resume? (3) Resume styles and formats (4) Tips for preparing a resume.
____ Third Session	Help students understand where to look and get job leads.
	Help students understand proper dress and grooming requirements.
	Help students understand the importance of filling out an application form properly and completely.
____Fourth Session	Help students interview more effectively and successfully using information gathered in self-assessment activities and the resume.
	Help students understand the steps to the interview process. Help students to answer interview questions correctly.

Process

Students from the three area high schools, who choose a program at the Livonia Career Center, have completed a variety of career development activities at their home school. These include the MOIS Structured Search, eighth grade career project, optional career orientation class, and developing an EDP. Livonia students will also have completed a required job seeking skills unit in their elective English class starting with Fall 1989.

Those students who did not participate in a home school career development program or are unsure of their career goal meet with Mr. Morris at the beginning of the school year and complete the MOIS Structured Search as part of their career exploration. In March, Bob conducts four, 50 minute seminars, in which students assess their own net worth as it relates to the career they have chosen. They have been involved in "Job Doing Skills" in the classroom and the seminars take them through the process of assessing their net worth in relation to worker requirements by business and industry as described in MOIS.

The first session begins by helping the student to understand that a career, as well as self, are best expressed in action words (verbs) and adjectives, "the qualitative words of life." He gives each student a computer printout of the MOIScript (see MOIScript #143 Drafter pp. 27-29) that most closely relates to the career for which the student is training. Each section is labeled with a letter that matches a corresponding question in Job Seeking Skills Activity #1--Job Understanding (see p. 30). Mr. Morris feels that the key to their success in using MOIS on their own for career exploration is that they understand what information is available to them and where to look for it in the MOIS data files.

Before they complete Activity #1, he walks them through the MOIScript asking them to underline key verbs and adjectives that describe the career. They then answer the questions in the Job Understanding Activity #1 using sections A-F of their MOIScript.

Next, Mr. Morris wants the students to expand their self-awareness and reinforce the use of verbs and adjectives in talking about work traits/qualities. He asks them to complete Job Seeking Skills Activity #2 (see p. 31) by carefully reading the list of strength and weakness traits and circling those traits that best describe them. Then the students review the list again and underline the words that best match those necessary for the job as

described in their MOIScript. Bob believes that if they use verbs and adjectives to describe the traits required for a job, they can better assess how they measure up. The students discuss how the work traits/qualities of the occupation can be used as selling points in their resume and job interview.

Students then look at a list of job values and definitions (see p. 32) and circle those job values they feel must be a part of and most useful in a job they would like to have. They underline those they have selected as related to their MOIScript. They also look at a list of the top 10 traits according to 146 Livonia employers and evaluate their level of mastery in each of the trait categories (see Work Traits Evaluation, pp. 33-34)

To wrap up the net worth activities and set the tone for what the students will do in Session 2 to prepare their resume, Mr. Morris gives each student a blank happy face (see p. 35) and asks them to do the following: (1) list two careers selected in the left eyeball; (2) list the skills needed for those careers in the right eyeball; (3) list job values on the nose; (4) list five adjective work traits/qualities that describe them; and (5) list one weakness in the right corner. The result is that if they can identify and understand their net worth, then their smile will reflect this understanding of self and how those descriptive verbs and adjectives match up for job satisfaction. According to Bob, "Your smile comes from understanding your net worth and that relationship to requirements of the job."

He then asks them to identify what they have accomplished in their seminar instruction. The answers must use the verbs and adjectives listed on the work traits/qualities list.

In Sessions 2-4, Bob Morris has each student use the knowledge learned in Session 1 and apply those selling qualities/traits to developing their resume and succeeding in the interview process. They also complete a series of job getting skills such as where to look and get job leads, proper dress and grooming, and completion of job application.

Each seminar combines verbal interaction with activities to reinforce information being learned.

Mr. Morris states the primary emphasis of the seminars is that, if students understand the verbs and adjectives used in MOIScripts to describe the skills and qualities/traits required by the employer, then the students can better match these worker skills to their

own net worth to "sell these qualities" for the resume and interview process. The Livonia Career Center vocational teachers also reinforce the use of the verbs and adjectives in the daily job skills training. They also conduct small group activities in the classroom to expand on the information covered in the four sessions. A secondary result of this interaction is that they may need to change their vocational training program to one in which skills and worker traits match with the skills and traits needed for that "smile" of job satisfaction.

People Who Make It Happen

Bob Morris, as Job Placement Coordinator, serves as the liaison with Churchill, Franklin and Stephenson English teachers and guidance counselors to coordinate the career development activities.

Summary

The positive approach Bob Morris takes in helping students develop that "smile" of job satisfaction through a clear understanding of their net worth is certainly a "Career Path to a Brighter Future."

Bob Morris
Job Placement Coordinator
Livonia Career Center
8985 Newburgh
Livonia, MI 48150
(313) 464-3500

MOISCRIPT # 143 - DRAFTER

Drafters make detailed drawings of buildings, products, and machinery from sketches and specifications made by engineers, architects, and designers. The finished drawings are used as working plans for engineering, manufacturing, and construction purposes.

Occupational Specialties included within this MOISCRIPT:

A

001.261-010 ARCHITECTURAL DRAFTER	G105,N100,S100
003.281-010 ELECTRICAL DRAFTER	G105,N100,S100
005.281-010 CIVIL DRAFTER	G105,N100,S100
007.281-010 MECHANICAL DRAFTER	G105,N100,S100
017.261-026 COMMERCIAL DRAFTER	G105,N100,S100
003.281-014 ELECTRONIC DRAFTER	G105,N100,S100

RELATED MOIS EDUCATIONAL INFORMATION:

APPRENTICESHIP #16	MILITARY #143
POSTSECONDARY PROGRAMS #47 , #195	SECONDARY VOC ED PROGRAM #46

MOISCRIPTS related to DRAFTER

145 ELECTRICAL & ELECTRONICS TECH.	147 INDUSTRIAL ENGINEERING TECHN.
150 MECHANICAL ENGINEERING TECHN.	188 ARCHITECT
329 INDUSTRIAL DESIGNER	331 LANDSCAPE ARCHITECT
403 CIVIL ENGINEERING TECHNICIAN	053 ROBOTICS TECHNICIAN

Information on this MOISCRIPT IS ALSO FOUND ON MOIS MICROFICHE: DT35

NATURE OF MOISCRIPT # 143

B

General duties of Drafters include:

- Preparing complete and accurate working plans and detailed drawings from rough or detailed sketches or notes
- Preparing final drawings and checking dimensions of parts, materials to be used, and the relation of parts to each other and to the whole structure
- Making any changes necessary or desired on a drawing
- Tracing drawings in ink
- Drawing charts to represent statistical data
- Drawing the finished design from sketches
- Reproducing working drawings on copy machines
- Using computer-aided design equipment

C

Tools and equipment used include:

Protractors and templates	Triangles and T-squares
French curves and dividers	Compasses and calculators
Drafting machines	Straight edges and rulers
Precision measurement instruments	Catalogs of standard parts
	Copying machines
Engineering tables and manuals	Mechanical or computerized drafting devices
Technical handbooks	Blueprints

WORKING CONDITIONS AND REQUIREMENTS FOR MOISCRIPT # 143

D

Working conditions for Drafters include:
*Drafters either sit or stand at drafting tables in well-lighted rooms.
*They may work in large rooms with many other Drafters or in a small room by themselves.
*They may sometimes work at construction sites, in machine shops, or other places where their drawings are being used.
*They may be subject to fatigue and eyestrain from close, detailed work and concentration.
*They generally work a 5-day, 35- to 40-hour week with some overtime when deadlines must be met or during busy periods.
*During economic downturns, however, Drafters may be laid off until the condition of the economy improves.
*They may belong to professional associations and pay membership fees.

E

Worker requirements for occupations within this MOISCRIPT include:
*You Should Prefer:
Activities of a scientific or technical nature
Activities which involve machines, processes, or methods
*You Should Be Able To:
Rate information according to measurable standards
Work within precise limits or standards of accuracy
Understand and apply technical knowledge and theoretical principles involved in drafting
Work under pressure
Concentrate for long periods of time
Perform mathematical computations accurately
Visualize 3-dimensional objects from drawings or pictures
See detail in objects or drawings and recognize slight differences in shapes or shadings
*Physically You Must Be Able To:
Use your arms, hands, and fingers well
See well (either naturally or with correction)

EARNINGS AND ADVANCEMENT FOR MOISCRIPT # 143

Earnings of Drafters depend on their education and experience and the location and type of the company for which they work. The highest earnings of all Drafters' wages are found in urban areas and for Drafters working in manufacturing companies and Drafters operating computer-aided-design equipment.

Nationally, the median annual earnings of drafters were $21,424 (1986). Computer-assisted Drafters earned salaries ranging from $18,000 to $30,000 (1986). Drafters working for private employers earned average salaries ranging from $13,054 to $31,004 depending on their level of responsibility and experience.

Drafters with an associate degree entering federal government service in 1987 started at $13,248 per year. Those with less education and no experience began at $11,802.

Yearly earnings for Drafters working in Michigan were (1966):

Area	Average	Middle Range
Detroit	$28,704	$21,840-$36,400
Battle Creek	$24,378	-
Benton Harbor	$22,139	$12,600-$33,500*
Monroe	$21,476	$17,680-$26,000
Upper Peninsula	$21,382	$19,198-$22,027
Northern Lower Peninsula	$25,854	$22,922-$30,347

*Actual salary range

In mid 1987, drafting aides employed by the State of Michigan earned between $14,762 and $23,177 per year. Drafting technicians earned between $16,245 to $29,566 during the same year. Supervisory drafting technicians earned between $23,636 and $39,129.

Design drafters in the Detroit area earned annual salaries ranging from $24,500 to $36,700. The average annual salary was $26,800 (early 1986).

Apprentices in a drafting program usually begin at about 40% of the wage of a fully qualified Drafter at the beginning of their apprenticeship. The 1985 graduates of Michigan vocational education programs working in jobs related to Drafter in 1986 earned an average of $11,170 yearly.

Fringe Benefits**Most Drafters receive paid holidays, vacations, and sick leave; health, accident, and dental insurance; and pensions. Some employers may also offer stock purchase or savings plans.

Advancement**Drafters without experience or postsecondary technical training usually start out as tracers or detailers. Some may begin as apprentices.

It usually takes 3 to 4 years for beginning Drafters to become qualified Drafters. Some Drafters may complete college programs which allow them to become technicians, engineers, or architects. These professions require more education and training than drafting.

Opportunities for Experience**Secondary vocational education programs in drafting, as well as community college drafting programs, may offer co-op or work-experience opportunities. Experience can also be gained through summer and part-time work, a formal apprenticeship program, or military service.

Methods of Entry**Direct application to employers is the most common way to obtain a job as a Drafter. Civil Service tests are required for positions with government agencies. Assistance may be available from school/college placement offices, newspaper want ads, and apprenticeship specialists at a local office of the Michigan Employment Security Commission.

Name_____ Class_____

Instructions: Carefully review each section of the attached MOISCRIPT when answering the following questions

1. List two occupations from PART A which are related to the MOISCRIPT occupation and are of interest to you.

   A._____ B._____

2. List four skills that are performed on the job described in the MOISCRIPT-PART B.

   A._____ C._____

   B._____ D._____

3. List three types of materials or equipment a person will use on the job described in the MOISCRIPT-PART C.

   A._____ C._____

   B._____

4. List three working conditions a person will work under on the job described in the MOISCRIPT-PART D.

   A._____ C._____

   B._____

5. List five qualities or work traits a person should have for the job described in MOISCRIPT-PART E. Circle those traits or work traits you feel you possess.

   A._____ D._____

   B._____ E._____

   C._____

6. What is the approximate hourly/weekly wage for the job described in MOISCRIPT-PART F.

   Hourly (if given) _____ Weekly (if given) _____

   Monthly = 4 times (x) weekly wage = _____

   Annual or yearly wage = 12 times (x) monthly wage = _____

Job Seeking Skills Activity #2 EXPANDING SELF-AWARENESS

Name_____ Class_____

Instructions: Carefully read the list of strength and weakness work traits/qualities. Circle those words that best describe you. Underline those words that best match those necessary for the job described in the MOISCRIPT you read in Activity #1.

Strength Traits

calm, steady	kindhearted, comforting	self-reliant	perfectionist
cautious, conservative	kind, thoughtful	competitive	pursuing
confident, sure	tolerant, open-minded	practical	poised
positive, definite	bright, talented, quick	attractive	hardworking
orderly	brave, courageous	accepting	precise, exact
neat, tidy	tactful	affectionate	curious, inquiring
generous	honest, truthful, sincere	gentle, mild	productive
tireless	ambitious, eager	efficient	flexible
cooperative	friendly, out-going	determined	adaptable
consistent, compatible	aggressive, forceful	independent	experienced
verbal, vocal	clever	honorable	correct, accurate
expressive	thinker	dedicated, devoted	resourceful
observant	full of ideas	looked up to	noble, just, fair
persuasive, convincing	aware	overcoming	knowledgeable
animated, lively	caring	artistic	sociable
sharp	dependable, reliable	witty	planner
encouraging	self-directed	unselfish	adventurous, bold
active	leader	giving	daring
investigative	organized	original	musical
well-informed	creative	humorous	strong willed
cheerful, happy	courteous, polite	economical, frugal	faithful, loyal
frank, candid, open	prompt, punctual, timely	able, qualified, skilled	loyal

Weakness Traits

absent minded	lazy	shy, timid	toughy, nervous
blunt, abrupt	conceited	narrow-minded	critical
careless, messy, sloppy	thoughtless, indifferent	headstrong	disorganized
tense, edgy	inconsistent	intolerant	impulsive
put things off	lax	stubborn	rash, hasty
inflexible, rigid	jealous, envious	uncertain, unsure	rebellious
yielding	defensive		

Carefully review the job values and their definitions listed below. Circle those job values you feel must be a part of and most useful in a job that you would like to have.

Job Value	Definition
Creativity	Be able to make new things, find new solutions, and be creative in my job.
Knowledge	Be able to gain and use new information, use insight and judgement in my job.
Relating	Be able to work closely with others in my job.
Security	Be able to do something that you are sure you can do on the job. Job that has definite and guaranteed hours.
Prestige	Be able to gain respect from others because of the importance of what you do on the job.
Order	Be able to plan or organize things in an orderly manner in my job.
Leadership/Persuasive	Be able to get others to follow my lead or directions.
Independence	Be able to do what I want to do, my way, and make my own decisions.
Beauty	Be able to add to the beauty of the world.
Self-realization	Be able to be free to be the kind of person I want to be.
Social Service	Be able to help others physically and emotionally.
Financial Reward	Be able to make a good income for my accomplishments.
Variety	Be able to do a variety of new and different things.

WORK TRAITS EVALUATION

Student's Name _____

Evaluator's Name _____

SCORING KEY: 5=Outstanding, 4=Good, 3=Average, 2=Fair, 1=Poor

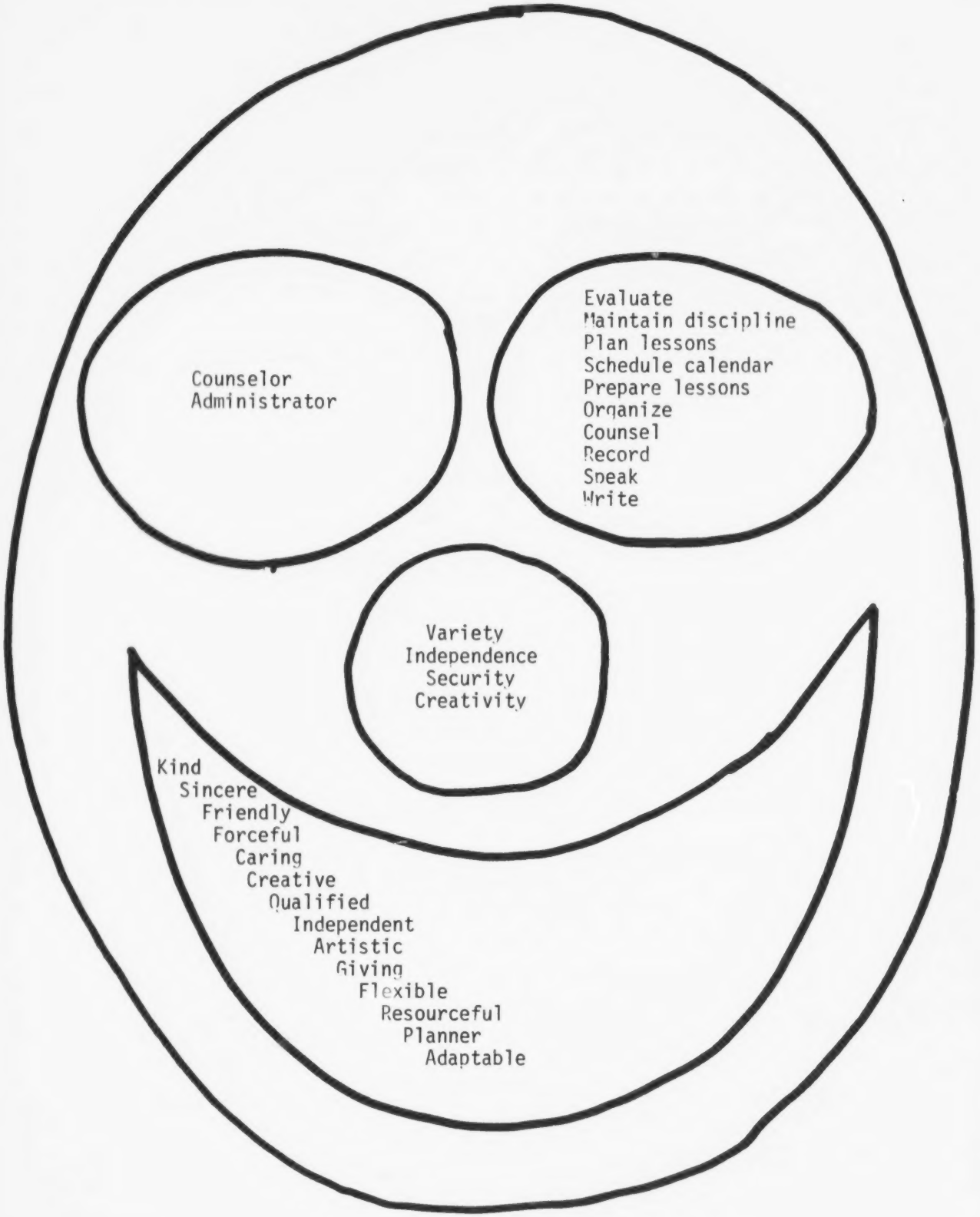
Scores of 3, 4, and 5 indicate acceptable levels of mastery. Scores of 1 and 2 indicate the need for additional work.

Top 10 traits according to 146 Livonia employers:	5	4	3	2	1
1. Dependability is shown when you: A. Are in class on time B. Have a good attendance record C. Work without supervision D. Complete assignments or tasks E. Come prepared to work					
2. Following directions is shown when you: A. School rules and classroom guidelines are observed B. Follow oral and written instructions C. Re-check, verify or proof work					
3. Getting along with peers is shown when you: A. Work well with other students B. Support the group C. Participate willingly D. Respect property of others					
4. Doing work well is shown when you: A. Do work neatly and accurately B. Plan and organize your time C. Use equipment properly D. Work to your potential					
5. Exhibiting self-confidence is shown when you: A. Appear comfortable and poised when performing assignments or tasks B. Show pride in your work					
6. Taking on responsibility is shown when you: A. Finish tasks or assignments on time B. Can be trusted without supervision C. Do routine tasks without being told D. Answer for your own actions E. Show concern for school property and property of others F. Are honest G. Follow school rules and regulations H. Act in a mature manner					

Livonia Career Center

Top 10 traits according to 146 Livonia employers:	5	4	3	2	1
7. Demonstrating initiative is shown when you: A. Begin new assignments without being told B. Volunteer new ideas C. Volunteer and do extra assignments or tasks D. Demonstrate positive leadership					
8. Getting along with supervisors is shown when you: A. Follow policies as set by superiors B. Complete tasks or assignments without complaint C. Accept constructive criticism D. Are loyal to superior and school					
9. Communicating written ideas is shown when you: A. Use correct grammar B. Use correct spelling C. Write or print legibly D. Read and correctly interpret directions and instructions					
10. Communicating ideas orally is shown when you: A. Use correct grammar when speaking B. Ask for clarification in directions or instructions, if necessary C. Use a tone of voice that conveys a feeling of harmony, enthusiasm and willingness D. Are clear, concise and complete					

TEACHER


Counselor
Administrator
Evaluate
Maintain discipline
Plan lessons
Schedule calendar
Prepare lessons
Organize
Counsel
Record
Speak
Write
Variety
Independence
Security
Creativity
Kind
Sincere
Friendly
Forceful
Caring
Creative
Qualified
Independent
Artistic
Giving
Flexible
Resourceful
Planner
Adaptable

NEWAYGO COUNTY AREA VOCATIONAL CENTER

TEAMWORK EFFORT - THE EDUCATIONAL DEVELOPMENT PLAN

Introduction

A coordinated effort by local school counselors with Linda Hummel, Career Development Specialist, Newaygo County Area Vocational Center, as the Chair, was the key to the successful production of an Educational Development Plan which could be used by all schools in the Newaygo County area.

A committee on career development was established with counselors from the six area junior and senior high schools. They met monthly and designed the career jacket folder. The Newaygo County Area Vocational Center then printed the folder with a supply for each of the participating schools.

Students and counselors will use this folder to record educational development plan information.

Product

The EDP folder serves as the individual student record for the educational and career development activities of each local school student.

Process

As part of the EDP process, all eighth graders visit the Newaygo County Area Vocational Center in the spring and all tenth graders visit in the fall. Each student selects three program areas to visit. In one area they interview a student about their career goal.

Ninth graders complete the DAT at their local school, but materials and scoring are provided by the NCAVC. The results of thi. ptitude test are used as one resource for matching up vocational center programs to the student's aptitudinal ability.

However, each school provides additional career development activities based on needs and resources available.

FREMONT - Jill Pierce coordinates a career activities week in the spring for all eighth graders. Students complete the MOIS Structured Search and then research careers on

microfiche. There are a variety of classroom activities and films and the week ends with an evening for parents and students to meet the teachers from each program area in the high school. The EDP is started. Then at the high school level, counselors Wendy Beckwith and Paul DeBoer administer the DAT with a very thorough preparation and practice session using overlays and discussion. Eleventh and twelfth graders complete a college preparation program which includes the administering of ASVAB.

GRANT - Barry Malone is a fulltime career education counselor who works with all eighth - twelfth graders for one week in designated classrooms. In the spring the MOIS Structured Search is administered and social studies and English teachers provide MOIS career exploration using microfiche. In eighth grade the students visit the Newaygo County Area Vocational Center and the EDP is introduced. Eighth graders also complete the 4-H Starship career exploration program, "Getting the Most Out of High School." Ninth graders complete the DAT and begin their EDP jacket folder in the English classroom. In the tenth grade, students visit the NCAVC and do a variety of activities which include Personal Preferences, Strengths and Weaknesses, Work Rewards (see pp. 39-41), and Work Values Survey. In their junior year, students have the opportunity to participate in an area wide career day at Walker Arena in Muskegon. They also receive the "Choosing a Future - Advice to High School Students and Their Parents" and complete a Junior Class Assignment Sheet (see p. 42) using MOIS in their U.S. History class. Seniors do a variety of career development activities in government class which includes completing all of the information in their EDP career jacket.

HESPERIA - John Patrick, Teacher, coordinates a two-year Life Skills Program at Hesperia High School involving eight different skill areas (careers, computer, health, and physical education) for all ninth and tenth graders based on a nine week rotation. He developed the nine-week careers class which begins with a comprehensive review of the MOIS program, followed by the administration of group aptitude and interest tests (MOIS, COPS, DAT, and CAPS). The students use MOIS and enter their test results to research their matching occupations. Indepth reports are written about the various occupations. Students then visit an individual working in the occupation and conduct an onsight interview.

There are a variety of job seeking skills and Mr. Patrick backs up his program with printed materials, role playing video productions, and guest speakers.

NEWAYGO - eighth grade students are on a rotation schedule which offers four weeks of health, one week of saying "no", and four weeks of career development. Ken Cain, Counselor, conducts the careers program which includes the following:

Week 1 - 4-H Starship career development program, values activities, "Cost of Living and Budgeting" activities (see pp. 43-44), and autobiography assignment.

Week 2 - MOIS Structured Search is administered. There is a "Michigan Career Outlook" assignment to study 21 jobs and report on 10, and then complete "Three Critical Decisions" activity (see p. 45)

Week 3 - Four page written report on one job, and viewing and discussion of video - "Playing for the Future," which is about career decisionmaking and is current and lively with stops for discussion available from the NCAVC.

Week 4 - Visit to NCAVC. Linda Hummel discusses each program, students have a tour and then visit three program areas of interest, interviewing a student in one of the areas.

Summary

Linda Hummel gathers the input and provides the support, so even though there are limited resources, the future is brighter for students in the Newaygo County area. The team of local school and vocational center staff work together to provide career development activities which will prepare students with skills which will meet the needs of the world of work in today's high tech society.

There is also the added opportunity that once a student has selected the NCAVC for their vocational training, they can choose to apply to receive one credit for English, math, and science for a total of three credits toward graduation requirements.

Linda Hummel, Career Development Specialist
Newaygo County Area Vocational Center
4645 W. 48th St.
Fremont, MI 49412
(616) 924-0380

WORK REWARDS

The following list describes a wide variety of satisfactions that people get from their jobs. Look at the definitions of these various satisfactions and rate the degree of importance that you would assign to each for yourself using the scale below:

1 = Not important at all
2 = Not very important
3 = Reasonably important
4 = Very important in my choice of career

If you can think of any other work rewards that are not included in the list and which are especially important to you, add them at the end.

___ Help Society: Do something to contribute to the betterment of the world I live in.

___ Help Others: Be involved in helping other people in a direct way, either individually or in small groups.

___ Public Contact: Have a lot of day-to-day contact with people.

___ Work With Others: Have close working relationships with a group; work as a team toward a common goal.

___ Affiliation: Be recognized as a member of a particular organization.

___ Friendships: Develop close personal relationships with people as a result of my work activities.

___ Competition: Engage in activities which pit my abilities against others where there are clear win-and-lose outcomes.

___ Moral Fulfillment: Feel that my work is contributing significantly to a set of moral standards which I feel are very important.

___ Location: Find a place to live (town, geographical area) which is conducive to my life style and affords me the opportunity to do the things I enjoy most.

___ Community: Live in a town or city where I can get involved in community affairs.

___ Physical Challenge: Have a job that makes physical demands which I would find rewarding.

___ Time Freedom: Have work responsibilities which I can work at according to my own time schedule; no specific working hours required.

___ Make Decisions: Have the power to decide courses of action, policies, etc.

___ Work Under Pressures: Work in situations where time pressure is prevalent and/or the quality of my work is judged critically by supervisors, customers or others.

___ Power and Authority: Control the work activities or (partially) the destinies of other people.

___ Influence People: Be in a position to change attitudes or opinions of other people.

___ Work Alone: Do projects by myself, without any sigificant amount of contact with others.

___ Knowledge: Engage myself in the pursuit of knowledge, truth, and understanding.

___ Intellectual Status: Be regarded as a person of high intellectual prowess or as one who is an acknowledged "expert" in a given field.

___ Artistic Creativity: Engage in creative work in any of several art forms.

___ Creativity (general): Create new ideas, programs, organizational structures, or anything else not following a format previously developed by others.

___ Aesthetics: Be involved in studying or appreciating the beauty of things, ideas, etc.

___ Supervision: Have a job in which I am directly responsible for the work done by others.

___ Change and Variety: Have work responsibilities which frequently change in the content and setting.

___ Precision Work: Work in situations where there is very little tolerance for error.

___ Stability: Have a work routine and job duties that are largely predictable and not likely to change over a long period of time.

___ Security: Be assured of keeping my job and a reasonable financial reward.

___ Fast Pace: Work in circumstances where there is a high pace of activity; work must be done rapidly.

___ Recognition: Be recognized for the quality of my work in some visible or public way.

___ Excitement: Experience a high degree of (or frequent) excitement in the course of my work.

___ Adventure: Have work duties which involve frequent risk-taking.

___ Profit, Gain: Have a strong likelihood of accumulating large amounts of income or other material gain.

___ Independence: Be able to determine the nature of my work without significant direction from others; not have to do what others tell me to do.

___ Advancement, promotion: Be able to move up in the "ranks" quickly.

WORK REWARDS RANKING

Before selecting a career, it is good to know what specific work values are most important to you. The following exercise is designed to help you in this regard.

Seriously consider all of the work values listed. Then, taking some time, try to generally determine those values which are very important, reasonably important, not very important, and not important at all to you in considering a career and list them in the first column under the appropriate heading. Feel free to add any others which you feel are important but which are not included here.

After you have decided which particular values generally belong in each category, try then to rank the values within each category in their order of importance in the right column. Especially try to rank those values which come under the first two headings -- VERY IMPORTANT (A) and REASONABLY IMPORTANT (B).

COLUMN ONE	COLUMN TWO
A. Very Important	Your Rankings of Very Important
B. Reasonably Important	Your Rankings of Reasonably Important
C. Not Very Important	
D. Not Important At All	

JUNIOR CAREER UNIT ASSIGNMENT SHEET

1. Review your career file.
2. Look up three (3) career titles in the Dictionary of Occupational Titles (DOT).
3. Review at least one (1) career in the Occupational Outlook Handbook (OOH).
4. Review at least one career from the M.O.I.S. microfiche career files (cards 1-64)
5. Look up your favorite subject area on microfiche card 65 and review the information that you find.
6. Look up and review at least one program from the M.O.I.S. Postsecondary Program Index (Microfiche cards 66-73)
7. Review a M.O.I.S. Apprenticeship File on microfiche card 74.
8. Review M.O.I.S. Military Training Opportunity File on microfiche cards 76-79.
9. Look up and review at least one School/Training Site on microfiche cards 80-88.
10. Review financial aid information on microfiche card 80.
11. Review and practice the decision making material.
12. Look over other career material and college catalogs.

Name _____

Cost of Living

	Cost per Month	
Home rent	_____	
Heat	_____	
Electricity	_____	
Phone	_____	
Food	_____	
Car	_____	
Car Insurance	_____	
Maintenance	_____	
Gas	_____	
Clothing	_____	
Entertainment	_____	
Medical needs	_____	
Savings	_____	
Education	_____	
Gifts	_____	
Health Insurance	_____	
Emergencies	_____	
Total	_____	Monthly expenses
	x12	
Total	_____	Yearly expenses

Budgeting

Your task is to prepare a budget for the following three families.

Family #1	Family #2	Family #3
One parent works or single parent one child	Both parents work one child	Both parents work one child
Minimum wage $6,700 per year	Minimum wage $13,400 per year	2 x Minimum wage $26,800 per year

Home rent	_____	Home rent	_____	Home rent	_____
Heat	_____	Heat	_____	Heat	_____
Electricity	_____	Electricity	_____	Electricity	_____
Phone	_____	Phone	_____	Phone	_____
Food	_____	Food	_____	Food	_____
Car	_____	Car	_____	Car	_____
Car insurance	_____	Car insurance	_____	Car insurance	_____
Maintenance	_____	Maintenance	_____	Maintenance	_____
Gas	_____	Gas	_____	Gas	_____
Clothing	_____	Clothing	_____	Clothing	_____
Entertainment	_____	Entertainment	_____	Entertainment	_____
Medical needs	_____	Medical needs	_____	Medical needs	_____
Savings	_____	Savings	_____	Savings	_____
Education	_____	Education	_____	Education	_____
Gifts	_____	Gifts	_____	Gifts	_____
Health Ins.	_____	Health Ins.	_____	Health Ins.	_____
Emergencies	_____	Emergencies	_____	Emergencies	_____
Total	_____	Total	_____	Total	_____
	x 12		x 12		x 12
Yearly Total	_____	Yearly Total	_____	Yearly Total	_____

"THREE CRITICAL DECISIONS"

Try to think back over the past week or month and list below some decisions you have made. Try to include some decisions in each of the following areas:

Personal and social decisions
Health and safety decisions
Educational and career decisions
Moral and ethical decisions
Common, everyday decisions

Using the same scale as in the previous table, indicate the appropriate decision category for your list.

DECISION CATEGORY:

0 = Not under my control
1 = Automatic
2 = Occasionally think about it
3 = Think about, but don't study
4 = Study a little bit
5 = Study a lot

Decision	Category
1.	
2.	
3.	
4.	
5.	
6.	

What did you learn from this exercise? _____

_____

Were most of your decisions automatic? _____

Are there many decisions out of your control? _____

_____

What kind of decisions were given a lot of thought? _____

_____

Were some important decisions not on these lists? _____

_____

5

SANILAC CAREER CENTER

CAREER DEVELOPMENT THROUGH VOCATIONAL TRAINING

Introduction

The Sanilac Career Center (SCC) conducts a comprehensive year long career development program implemented by counselors and teachers. Counselors work with students in small group career sessions, while teachers use a classroom approach to explore employability skills.

Product

Students graduating from SCC have: Obtained specific vocational training, developed employability skills, enhanced their self-awareness, participated in occupational exploration, and engaged in career decision making activities.

Process

Although students must be in the eleventh grade to attend SCC, the decision to pursue vocational training usually occurs in the tenth grade. Furthermore, most tenth grade students know little about the Career Center. To facilitate informed career decision-making, Rick Wild (a counselor at SCC) invites all tenth graders to visit the Career Center where they will have an opportunity to explore a variety of training programs. As part of their visit students complete a modified MOIS Search. This Search helps determine students' educational interests (see pp. 48-49). Mr. Wild then schedules tours of the Career Center, incorporating classroom observations with a visit to the student support service area.

The following fall, a new group of students begin their vocational training at SCC. Shortly after classes start, counselors organize students into career counseling groups. During these sessions, students explore their personal interests, identify career options, and discuss the importance of employability skill development. The career counseling groups are arranged according to students' common areas of study. This allows each group to focus on those careers specifically related to their training programs. Self-exploration and career awareness discussions are prompted by the questions asked in the MOIS Structured Search. Students complete the MOIS search as a group. Their profiles are then collected so that

student aides can generate lists of matching MOIScripts. The meeting ends with a demonstration of MOIS on computer.

Several days later students gather again, MOIS lists in hand, to discuss their employment possibilities. They examine their matches and identify any additional jobs they would like to explore. Two or three careers are then targeted for investigation. Again, student aides create the MOIScript printouts.

The third and final counseling session is spent reading and interpreting MOIScripts. A magic marker is used to highlight important information in the MOIScript. (see p. 50). Specific sections, such as job outlook, salary, and education, are related to expected lifestyle and decisionmaking. At the end of this session students are given a follow-up letter so that they may request: additional career counseling, more time to explore an occupation, or time to examine education and training programs (see p. 51). Counselors then schedule a private follow-up session.

Later in the school year, teachers build on the self-awareness and career-awareness developed in the career counseling groups. They use an employability skills manual to teach resume and cover letter writing, in addition to job application and interviewing skills.

The senior year is a time for continued individual counseling. As students develop their post high school plans, they return to the counseling center and MOIS for additional information on the military, apprenticeships, postsecondary schools, and financial aid.

Summary

Students attending SCC are just beginning their journey on the road to career satisfaction. They have already encountered a split on that road, and have decided to invest in vocational training. This is one of many choices they will be asked to make in their travels. As a result of the training and career development experiences they have received at SCC, these students are better prepared for the choices which await them at the crossroads in their future.

Eric Wild, Career Counselor
Sanilac Career Center
175 E. Aitken Rd.
Peck, MI 48466
(313) 648-4700

INTEREST (pick two)

P = People
D = Data
T = Things

AREA OF WORK (pick up to two)

B = Business and Clerical
H = Human Relations and Humanities
M = Medical and Related Services
P = Personal and Protective Services
S = Science, Mathematics and Engineering
T = Trades and Industry

PHYSICAL CAPABILITIES (pick up to four)

C = Climb or Balance
H = Handle, Reach or Touch
K = Kneel, Stoop, Crouch or Crawl
S = See
T = Talk or Hear

WORKING CONDITIONS (pick one)

I = Inside Working Conditions
O = Outside Working Conditions
B = Both Inside and Outside Working Conditions

EDUCATION (pick two)

1. No High School Diploma
2. Employer Trained
3. High School Diploma
4. H.S. Diploma and Vocational Education
5. Certificate Program
6. Associate Degree
7. Apprenticeship
8. Bachelor's Degree
9. Master's Degree
10. Professional Degree

SANILAC CAREER CENTER

PROGRAM SEARCH

WORK SHEET

TEMPERAMENTS (pick up to four)

A = Accuracy
C = Creativity
D = Directing
E = Evaluation
I = Interaction
L = Logic
P = Persuation
R = Repetition
S = Stress
V = Variety

NAME _____ SCHOOL _____	I INT	A AREA OF WORK	C PHYS CAP	W WORK COND	E EDU	T TEMP	TOTAL COLUMN

SANILAC CAREER CENTER

MOIS SEARCH

(fold on dotted line)

PROGRAM NAME	I	A	C	W	E	T	TOTAL
AG POWER & MACHINERY	D T	T	-	IOB	2 4 67	ALV	
AUTO MECHANICS	D T	T	C	I	2 4567	AELV	
AUTO BODY	D T	ST	-	I	2 4567	ACLV	
BUILDING & HOME MAINTENANCE	D T	PT	T	OB	123456	AVR	
CONSTRUCTION	D T	T	T	I B	2 4 7	ALV	
CHILD CARE	PT	HP	C	I B	34	CDIV	
ELECTRONICS	D T	S	CKT	I	4567	AELV	
FOOD SERVICE	PT	HP	HST	I	1234567	ACIRSV	
MARKETING	DPT	B	CK	I	234	AIV	
GRAPHICS	D T	TB	C	I	4567	CVSA	
HORTICULTURE	D T	ST	C	IOB	4568	ADEC	
MACHINE TRADES	D T	ST	C	I	34567	ALV	
ACCOUNTING & COMPUTING	D T	B	C	I	3456	LAR	
HEALTH OCCUPATIONS	DPT	PM	C	I	1 TO 10	RISV	
OFFICE OCCUPATIONS	DP	B	CK	I	23456	EIVASR	
WELDING	D T	T	C T	I B	2 4 7	ALR	

MOIS

MICHIGAN OCCUPATION INFORMATION SYSTEM

In researching the occupations you should highlight important details so they can assist you in talking with your parents and counselor. The information may also be a determining factor as to which career is really for you.

Highlight the following information from your MOIS printout:
(Some may not apply to your career choice.)

Broad Categories are in Bolded Typeface and Details are in Regular Type

1. **MOIScript Number and Job Title**
   MOIScripts related to your choice

2. **Nature of MOIScript**
   Three duties of your career choice

3. **Occupational Specialties**
   One specialty you are most interested in

4. **Working Conditions and Worker Requirements**
   (a) You should prefer or you should like
   (b) Method of entry

5. **Earnings and Advancement**
   (a) Average beginning pay
   (b) Advancement

6. **Employment and Outlook**
   (a) Nationally, employment is expected to ...
   (b) Michigan outlook - Employment expected to ...
   (c) Thumb Area outlook

7. **Sources of Additional Information**
   The source you most likely would contact

8. **MOIScript Number and Job Title**
   (This is the educational part of your printout)
   (a) Level of training usually needed - Most people enter this career by ...
   (b) School subjects
   (c) Courses needed include:
   (d) School where you could get training
   (e) In-state district cost per year of this school

9. **MOIScript Number and Job title**
   (This is the military part of your printout)
   (a) Enlistment requirements and procedures
   (b) Educational opportunities
   (c) Earnings and advancement
   (d) Advancement for enlisted personnel
   (e) Entering officer training programs

MOIS FOLLOW-UP

1988-89

NAME: _____

SCHOOL: _____ GRADE: _____

PROGRAM: _____ AM PM

JOB TITLE REVIEWED: _____

CHECK AS MANY AS APPLY TO YOU:

1. _____ I would like to review my printout with my counselor.

2. _____ I want to talk about my future with my counselor.

3. _____ I want to explore a different job title.

4. _____ I'm comfortable with my career direction right now.

CAREER CENTER SANILAC

"Preparing For Tomorrow"

COLLEGE AND UNIVERSITY USES OF MOIS

Obtaining a college or university degree can involve a tremendous investment of time, money and effort. Understandably, students are interested in having this investment "payoff" in the work world through employment options and improved salaries. MOIS is frequently used as a resource at the college and university level, helping students prepare for future employment.

Oakland Community College uses MOIS to develop self-awareness and explore occupational information. The insights gathered during this process help students identify a career goal and effectively plan their remaining college courses. Western Michigan University is using the information in MOIS to develop employability skills. Each of the postsecondary schools featured in this manual are relying on the information in MOIS to facilitate career decisionmaking and to help students find a career path to a brighter future.

OAKLAND COMMUNITY COLLEGE

SELF-DIRECTED CAREER PLANNING

Introduction

Neil Austin is one of several professors teaching a career planning class at Oakland Community College. His class, subtitled "How To Grow Up Rich," is offered for two credits, enrolls 27 people and lasts fifteen weeks.

Product

Students participating in Mr. Austin's class: increase their self-awareness, expand their career awareness, as well as enhance their decisionmaking and analytic skills. They also develop an ability to integrate their self knowledge with occupational information for the purpose of career decisionmaking. Some of Mr. Austin's course objectives include:

1. being able to think more clearly about your future
2. becoming more aware of your skills and career areas in which those skills can be used
3. understanding how your values help you make life decisions
4. being more aware of various career resources and how to use them

Process

This class is designed to develop self-directed career decisionmakers. The curriculum consists of a combination of written assignments, textbook readings, quizzes and classroom activities. An emphasis is placed on ". . .gaining and evaluating information about the world of work, self, and creative expression and decisionmaking."[1]

Mr. Austin sees his students as choice makers and believes information is a necessary prerequisite for making informed choices. Class discussions and activities center on analyzing the information obtained during self-assessment and careers exploration. Some of the assessments the class uses are: the Holland Self-Directed Search, Strong Campbell, MOIS, and the Liberal Skills Inventory. Occupational resources including: the Occupational Outlook Handbook, the Dictionary of Occupational Titles, MOIS data files, Discover, news

[1] Career Planning Syllabus, Mr. Neil Austin, 1989, pg.1.

papers, news magazines, and TV newscasts are also used. Readings from the text, Coming Alive From Nine To Five, by Michelozzi, provide a context in which newly acquired information is interpreted.

When Mr. Austin introduces his students to the MOIS Structured Search, he asks them to use scan sheets and fiche readers even though the career resource center has four hard disk computers with MOIS. This is done to increase student exposure to career information. After participating in a series of values clarification activities, students are given their first of four MOIS writing assignments (see pp. 55-57). These assignments require students to integrate self-awareness with career information and draw conclusions.

Mr. Austin encourages his students to use their decisionmaking and career exploration skills in a variety of ways. He may randomly choose an article from the newspaper, read it to the class, and then ask, "How many jobs does this article bring to mind?". Or he may bring in an article on the petroleum industry and ask, "What effect is the oil industry having on the current and future labor market?" Mr. Austin sometimes leads a class discussion on the differences between jobs and careers, jobs and hobbies, or education and training. In addition to exploring the reasons people work (status, money, power, spirituality, belonging, etc.), the class also examines how those reasons change over a lifetime.

Summary

By participating in this career class, students come to understand the importance of self-awareness for job satisfaction. Mr. Austin's intentionally subtitled his class "How To Grow Up Rich" so that students would realize that they get to decide what "rich" means according to their own values. Mr. Austin views career development as a lifelong process. Accordingly, he expects his students to encounter multiple career transitions. His class is designed to facilitate the development of those skills needed for self-directed career choices.

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Oakland Community College
Orchard Ridge Campus
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Farmington Hills, MI 48018
(313) 471-7587

Name_____

VALUES/OCCUPATION ASSIGNMENT

CNS 115 - N. Austin

1. Select an occupation from MOIS. Read about the occupation.

2. Briefly (about 300 words) describe the occupation.

3. List your top 5 values as determined from the Work Values Inventory.

4. Write a short paragraph on how each of these values fits or does not fit that occupation.

Note: Do the assignment on this sheet and add as many pages as you need. Please type, print or write legibly!!!

HOLLAND TYPE/OCCUPATION ASSIGNMENT

1. Select an occupation from MOIS. Read about the occupation.

2. Briefly (about 300 words) describe the occupation.

3. List your Holland type.

4. Write a short paragraph on how each of the elements in your type either fits or does not fit that occupation.

Note: Choose an occupation other than the one you used for the values assignment. You may not choose one that is on the Occupational Scales of the Strong-Campbell.

Do the assignment on this sheet and add as many pages as you need. Please type, print or write legibly!!!

Use pages 75-83 in Michelozzi as type data.

Name_____

LIBERAL SKILLS/OCCUPATION ASSIGNMENT

1. Select an occupation from MOIS which you did not choose for either the Values or Holland Type assignments. Read about the occupation.

2. Briefly (about 300 words) describe the occupation.

3. List your two top Liberal Skills clusters and each of the specific skills you circled A or B in each of these categories.

4. Carefully explain how each of these two clusters and each of the specific skills fit or does not fit the occupation.

Note: Do the assignment on this sheet and add as many pages as you need. Please type, print, or write legibly !!!

FINAL ASSIGNMENT

1. Select any occupation you wish. Read about the occupation.

2. Write a summary (approximately 500 words) of the occupation.

3. Explain how your values, Holland Self-Directed Search results, and Liberal Skills fit or do not fit the occupation.

INFORMATION INTERVIEW
CNS 115

Interviewer:_____

Interviewee:_____

Job Title:_____

1. Why did you choose this field?

2. What kind of training did you have (college, apprenticeship, major, etc.)?

3. Was it relevant for this job?

4. What skills from other jobs did you transfer to this one?

5. How did you get your job?

6. What do you really do all day?

7. If you could redesign your job, what parts would you keep? What parts would you get rid of?

8. If you had it to do all over again, what would you do differently in your career?

9. What is the outlook for the future in this field?

10. What are the requirements for the job: training, certificates, licenses, degrees, tools and equipment, union membership, etc.?

Instructions: In this report answer all of the above questions. The person interviewed may not be a close friend or relative. We often learn more from strangers because there are fewer assumptions or previous knowledge about one another.

WESTERN MICHIGAN UNIVERSITY

BRIDGING THE GAP BETWEEN SCHOOL AND WORK

Introduction

"Preparing For Employment" is a 15 week, 3 credit employability skills course offered by the Department of Consumer Resources and Technology at Western Michigan University. Carl A. Woloszyk is one of the professors who teach this class, open to undergraduate students, who normally are second semester juniors or seniors.

Product

Students participating in Dr. Woloszyk's class increase their: self-awareness, understanding of the work world, and develop job seeking skills. They also create a notebook and an employment portfolio which are graded at the end of the term. The employment portfolio records each student's academic achievements, letters of reference and certificates of accomplishment, in addition to his/her extracurricular and community involvement. The notebook, "The Employment Bible," is a compilation of all exercises, research projects, and activities completed throughout the term. This notebook displays the results of the self-exploration, occupational awareness, and research abilities, as well as the organizational, time management, analytic, and communication skills developed by participating in this class. The notebook also documents each step of the job seeking process.

Process

This course is a combination of written assignments, group discussions, individual projects, quizzes, and exams. While the content of this course is designed to develop new job seeking competencies, the grading process is structured to encourage exemplary job retention skills such as: meeting timelines, pride in an assignment's appearance, and completeness of work product.

Students begin their self-exploration by participating in several values oriented discussion activities. They then use the MOIS to narrow their career search and to examine

specific occupational information (see p. 60). This occupational research is followed by several assignments on the "nuts and bolts" of job seeking including: job applications, resumes, cover letters, placement agencies, want ads, interviews, and thank you letters (Course Goals - see p. 61). To provide additional insights into these activities, Dr. Woloszyk asks guest speakers to discuss the employers perspective on the above mentioned topics.

Once students master these basic employability skills, Dr. Woloszyk introduces more intricate job seeking skills. These assignments involve: a TV studio interviewing simulation, an informational interview, a placement service interview, corporate research, want ad and company location project, and interpreting corporate annual reports.

Summary

After completing University study, most students seek employment. Those students in Dr. Woloszyk's class have an advantage over other graduates because they can: analyze the changing job market, identify job openings, and systematically apply for those positions. Having learned the job seeking **process** and understanding the importance of self-awareness to that process, these students are now equipped to meet the numerous job transitions they will encounter as they travel the road towards a brighter future.

Carl A. Woloszyk, Ph.D., Teacher
Department of Consumer Resource Technology
Western Michigan University
1009 Trimpe Bldg.
Kalamazoo, MI 49008-5041
(616) 387-3721

Name_____

MOIS Project Assignment Criteria

Learning Goals:

1. Identify job requirements for occupations.
2. Acquire wage information for occupations.
3. Identify significant non-wage job requirements.
4. Explore employment opportunities for occupations.
5. Analyze career ladders within occupations.

		Omitted	Minimal or Incomplete Explanation	Well Explained	Model Answer	Score
I.	Duties	0	2	3	4	_____
II.	Working Conditions	0	2	3	4	_____
III.	Personal Qualities	0	2	3	4	_____
IV.	Education & Training Required	0	2	3	4	_____
V.	Future Outlook	0	2	3	4	_____
VI.	Earnings	0	2	3	4	_____
VII.	Likes/Dislikes	0	2	3	4	_____
VIII.	Career Ladder	0	2	3	4	_____
IX.	Where I Would Work	0	2	3	4	_____

		5 or More Errors	3-4 Errors	1-2 Errors	No Errors	Score
X.	Spelling	0	2	3	4	_____
XI.	Typing (Erasures, Mistakes, Etc.)	0	2	3	4	_____

		Poor	Average	Good	Excellent	Score
XII.	Format, Length, Sentence Structure, & General Appearance	1	2-3	4-5	6	_____

Total Points _____

Developed by Carl A. Woloszyk, Ph.D., Western Michigan University

COURSE GOALS

Upon completion of this course, the student should be able to:

1. Describe personal criteria (interests, skills, and abilities) to identify acceptable job offers.
2. Complete a job application.
3. Prepare a resume.
4. Investigate employment information (agency and written) resources.
5. Identify job requirements for occupations.
6. Acquire wage information for occupations.
7. Identify significant non-wage job requirements for occupations.
8. Explore employment opportunities for occupations.
9. Analyze career ladders within occupations.
10. Identify personal criteria to choose a job, further training, or other alternatives.
11. Write letters of application to apply/inquire about jobs.
12. Complete job interviews.
13. Develop thank-you letters, letters of acceptance, and letters of rejection.
14. Demonstrate appropriate dress to comply with standards of on-the-job dress and grooming.
15. Demonstrate interpersonal skills to achieve successful relationships with others.
16. Identify sources of continuing education for occupational advancement.
17. Identify procedures for career changes.
18. Assemble an employment portfolio including letters of reference, products of work, certificates, etc.

COURSE REQUIREMENTS AND EVALUATION

The following evaluation procedure is being used in this course.

	Assignments	Possible Points
1.	MOIS investigation	50
2.	Job application	50
3.	Resume (1st draft)	50
4.	Resume (final draft)	300
5.	Placement Services registration	100
6.	Letter of application/inquiry	50
7.	Information interview	100
8.	Job interview	100
9.	Thank-you post-interview letter	50
10.	Company research project	100
11.	Company want ads	50
12.	Company location project	50
13.	Annual report	50
14.	Completed portfolio	200
15.	Notebook submission	100
16.	Quizzes (10 x 20)	200
17.	Final	400
18.	Mid-term examination	200
19.	Participation (27 sessions x 18)	486
		2686
20.	Bonus points	50

Grade	Point Scale
4.0 (95%)	2552-2686
3.5 (90%)	2417-2551
3.0 (80%)	2149-2416
2.5 (75%)	2014-2148
2.0 (70%)	1880-2013
1.5 (65%)	1746-1879
1.0 (60%)	1612-1745
Failing	0-1611

Adapted from "Preparing For Employment" syllabus, Carl A. Woloszyk, Ph.D., WMU

PUBLIC AGENCIES USES OF MOIS

MOIS is used by many state agencies including the Michigan Employment Security Commission (MESC), Michigan Rehabilitation Service (MRS), Michigan Department of Corrections, Michigan Department of Social Services (DSS), and the Library of Michigan. Each of these agencies is in some way concerned with helping clients choose a path to a brighter future.

This year's MOIS Application Training Manual focuses on two agenices and their approach to career decisionmaking. Oakland County Department of Social Services is using MOIS in a counseling setting. The Michigan Dunes Correctional Facility relies on MOIS for classroom use. These two programs are examples of successful career decisionmaking techniques for "hard to serve" populations.

MICHIGAN DUNES CORRECTIONAL FACILITY

BRINGING CAREER DEVELOPMENT INTO OUR PRISONS

Introduction

Teaching a career development class for prisoners can be particularly challenging. Many inmates have learning disabilities and poor academic skills. Furthermore, prison populations traditionally exhibit low self-esteem and limited self-awareness. These difficulties are compounded by prison life which tends to preclude direct career exploration. Despite these impediments, Cassie Moore teaches a career class at the Dunes Correctional Facility. Her curriculum is heavily weighted toward developing greater self-awareness and improving employability skills.

Product

Students in Ms. Moore's career class increase their self-awareness and their awareness of employer expectations. They also identify employment and education options. Lastly, students learn the job seeking skills necessary to obtain employment.

Process

Ms. Moore starts her curriculum with a self-assessment unit. She uses the results of the Personality Profile Test (developed by the Cooperative Extension Service at Michigan State University) to initiate a discussion on work related behavior problems. The class then goes over the Myers-Briggs assessment to identify their individual strengths and weaknesses. In debriefing their test results, the class explores a variety of behavioral styles and discusses strategies for coping with difficult people at work. Throughout the course Ms. Moore encourages her students to relate their new found self-awareness to their personal lives. If time permits, the GATB (General Aptitude Test Battery) is given to assess work aptitudes. An alternative aptitude test Ms. Moore uses, which is quicker but less detailed, is the Career Ability Placement Survey Test (CAPS).

The MOIS Structured Search is used as a transition from the self-awareness unit to the career-awareness unit. Ms. Moore introduces MOIS as an interest inventory which provides

occupational titles to guide career exploration. From these titles students select careers for investigation. MOIS also provides students with the education, training, and financial aid information they need when planning for parole. Because career-awareness is more than learning about jobs and the job market, this curriculum also focuses on developing an awareness of work related behavior. Role playing activities and exercises from the text, Human Relations At Work, by Eggland & Williams help develop that awareness (see p. 65). To supplement these resources and to increase inmates exposure to the work world, each year Ms. Moore organizes a job fair in the prison. After surveying the prisoners' career interests (see p. 66), she locates speakers and organizes an evening of presentations. MOIS was available to all prisoners, prior to the job fair, to explore the occupations being presented.

The last unit in Ms. Moore's career class prepares students for the job search. Cover letter writing, employment applications, resumes, and interviewing are all taught. Word processing and resume writing computer programs are available for student use. A chapter from Help Wanted by Fregly is read because it specifically discusses employment problems of the ex-offenders. To help make the transition from prisoner to ex-convict, Ms. Moore has written a book entitled An Ex-offender's Guide To Today's Job Market, (Table of Contents - see p. 67).

Summary

When inmates are released from prison, they are both excited and scared. They are being given another chance to find a path to a quality filled life. As a result of their work in Ms. Moore's career class, her students have new tools, self-awareness, career awareness, and employability skills with which to guide their journey toward a brighter future.

Cassie Moore, Teacher
Michigan Dunes Correctional Facility
6605 W. 138th Ave.
Holland, MI 49423
(616) 335-5801

Activity 21

Identifying Written and Unwritten Rules

Just like business firms, schools have written and unwritten rules. Either by yourself or as a class, try to write down briefly some of the written and unwritten rules that exist in your school. Then discuss the questions.

Written Rules

_____

_____

_____

_____

_____

_____

Unwritten Rules

_____

_____

_____

_____

_____

_____

1. Which rules are easier to learn? Why?

_____

_____

_____

_____

2. How can the unwritten rules be discovered?

_____

_____

_____

_____

3. Who makes the written rules? the unwritten rules?

_____

_____

_____

_____

4. Are the consequences for violating a written rule worse than for violating an unwritten rule? Why?

_____

_____

_____

_____

5. Do you think your school's written and unwritten rules are like those of a business firm or other workplace?

_____

_____

_____

_____

Taken from: Human Relations At Work 3rd Edition, Eggland & Williams, 1987, p.107

/DATA/LETTERS/SURVEY

TO: Dorm Reps
FROM: Mrs. Moore
DATE: February 8, 1989
SUBJECT: '89 Job Fair

In mid-April we will be having a job fair. The Dunes Job Fair Committee will try to recruit outside speakers in career areas which will interest Dune's residents the most.

Plese survey the men in your dorm by using the list of possible speakers below. Individuals may choose more than one interest area. Please complete this survey and return it to me by Monday, February 27.

_____ Auto Mechanics/Body Repair
_____ Barber
_____ Building Maintenance/Janitorial Work
_____ College (Financial Aid)
_____ Construction
_____ Electronics/Computer Related Trades
_____ Ex-Offender Contact Center Services
_____ Landscaping
_____ Paralegal
_____ Physical Fitness Careers
_____ Restaurant Business
_____ Sales Careers
_____ State Civil Service
_____ Substance Abuse Counseling
_____ Temporary Help Agencies
_____ Truck Driving

OTHER

_____ _____
_____ _____
_____ _____
_____ _____
_____ _____
_____ _____

cc: All Dorm RUM's
All Dorm ARUM's

Developed by Cassie Moore, Dunes Correctional Facility

EX-OFFENDERS' GUIDE TO TODAY'S JOB MARKET

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Taken from an Ex-Offender's Guide To Today's Job Market, Moore, 1989

OAKLAND COUNTY DEPARTMENT OF SOCIAL SERVICES - MOST

CAREERS, CHOICES FOR INDEPENDENCE

Introduction

The Michigan Opportunity and Skills Training (MOST) program is one of many services supported by the Department of Social Services (DSS). The program is designed to help people obtain the education, training, and employment experience necessary to become self-supporting. Gay Reigle is a social worker with the MOST program, who is using MOIS with her clients to accomplish this goal.

Product

The ultimate "product" of this program is a self-supporting individual. On their way to achieving this goal clients increase their self and career awareness and develop decision-making and planning skills. Clients also acquire job seeking skills. However, the most significant achievement of this program is the positive self image clients develop, allowing them to maintain their independence after leaving MOST services.

Process

In some ways Ms. Reigle's career counseling could be described as traditional. She guides clients through self-exploration and occupational investigation; stopping intermittently for decisionmaking and planning. The non-traditional aspect of her career counseling is the way in which she uses MOIS and the technique she has for interacting with clients.

As she works with clients, Ms. Reigle keeps several things in the back of her mind; have fun, treat clients as the adults they are, and think positively. Her client interactions have an informal and comfortable appearance. Instead of telling clients what they must do, Ms. Reigle asks them a series of questions; enabling her clients to tell **her** what they must do. She is then in a position to support, encourage, or modify their choices, and point them toward information resources. "When clients make their own decisions, they can then be held accountable for their choices and actions," Ms. Reigle explains. This is an important part of developing the independence necessary to become self-supporting. It is also an

important part of developing confidence. Clients are empowered by reaching the goals they set for themselves. These successes begin to alleviate their feelings of helplessness and hopelessness.

Ms. Reigle's counseling success is, in part, dependent on readily accessible, user friendly information. MOIS is her primary resource. Clients use MOIS to clarify interests, identify job titles, expand career choices and to develop an occupational knowledge base. Ms. Reigle also uses MOIS as an informal assessment of client reading levels. If clients working independently have difficulty reading MOIScripts, they may be in need of basic skills training (Sample Intake/Counseling Questions - see pp. 70-71). The information in a MOIScript is utilized for self-exploration as well as for decisionmaking purposes. Clients refer to the scripts in creating a list of their existing skills and abilities (see pp. 70-71). They return to the script to obtain information on entry requirements, education, and skill development when setting long term goals (see pp. 70-71). The scripts are also used for interviews, resumes, and phone contacts when conducting a job search.

If clients determine a need for additional education and training, the MOIS data files are again accessed. This time clients research training programs, school sites, and possible financial aid assistance. When finances become an issue, Ms. Reigle helps her clients prepare a budget projecting future income and expenses (see p. 72).

Whether a client is working on self-awareness or developing a long term career plan, Ms. Reigle's counseling technique remains the same. She asks questions which cause clients to: uncover information, identify resources, and set new goals. Eventually, Ms. Reigle's clients internalize this process.

Summary

The information in MOIS allows clients to take control of, and become responsible for their own career planning. Developing basic skills, vocational capabilities, and job seeking strategies further fuels a positive self-image. Ms. Reigle's clients are well on their way to charting a course for an independent future.

Gay Reigle, Social Worker
Oakland County Department of Social Services
District One, P.O. Box 1125
Pontiac, MI 48056-1125
(313) 848-4308

OAKLAND COUNTY DEPARTMENT OF SOCIAL SERVICES - MOST

Sample Intake Questions

1. Tell me about the kind of "work" (paid and unpaid) you've done or experiences you have had.
2. Now dream, what kind of work would you like to do if you could do anything?
3. What do you like about the work you have done?
4. What didn't you like about your previous jobs?

   INTRODUCE MOIS STRUCTURED SEARCH

5. Make a list of all of the MOIScripts from the MOIS Scan Sheet in which you might be interested (even if they don't match).
6. What do you know about these jobs?
7. How would you get more information on these jobs?

   INTRODUCE MICROFICHE READER AND MOISCRIPTS

8. Explore as many jobs as you would like, then choose one of the jobs on your list and let me know what you learn about the job.
9. Come back to me when you are done.
10. What did you find out?

*MOIS is written at an eighth grade reading level. If clients are having difficulty reading and note taking, this is an indication that additional education may be necessary.

Sample Counseling Questions

1. IF THE CLIENT HAD DIFFICULTY READING THE MOISCRIPT
   a. What did you learn about the job?
   b. What difficulty did you have with the fiche?
   c. What does that tell you about your reading ability?
   d. Is there anything you can do to improve your reading skills?

   RETURN TO MOIS ADULT EDUCATION FILE WITH ASSISTANCE

   e. Now that you have the adult education facility's name, phone number, and address, please find out how to enroll in classes.
   f. Get back to me and tell me what you find out.
   g. When may I expect to hear from you again?

2. IF THE CLIENT DID **NOT** HAVE DIFFICULTY READING THE MOISCRIPT

a. What did you learn about the job?

b. What are the requirements to enter that job?

c. What educational level is necessary for an entry-level position?

d. What skills and abilities are performed on that job?

RETURN TO MOISCRIPTS

Clients create an index card listing all skills, duties, tools, equipment, educational requirements and entry requirements for that target position.

e. Do you meet the entry requirements or have any of the skills and abilities necessary to perform that job?

f. What jobs have you had in the past?

g. What skills have you acquired from those jobs?

RETURN TO MOISCRIPTS

Clients use MOIScripts to research every job they have held. They create one index card per job listing their skills, a summary of their past duties, and all the tools and equipment they have used. Clients use these index cards to: complete a master job application, apply for jobs, develop skills section of resume, increase communiation skills when interviewing (personal and phone), identify transferable skills for other positions, and other jobs.

h. Compare your skills, abilities, and educational level with those of your target job.

i. What differences do you see?

j. Where can you get information on the education and training you need to obtain your target job?

RETURN TO MOIS EDUCATION, TRAINING, AND SCHOOL SITE FILES

k. Let me know what you learn about educational programs and their costs.

l. When can I expect to hear from you?

BUDGETING

	EXPENSES	BUDGETED	BARE BONES	DREAM
HOUSING	Rent or Payment			
	Electricity			
	Telephone			
	Heating			
	Water			
FOOD	Food			
CAR	Gas & Oil			
	Repairs, Tires, etc.			
INSURANCE	Hospital			
	Car			
	Household			
	All Life			
PERSONAL	Barber & Beauty Shop			
	Allowances			
	Toiletries			
	Tobacco			
MEDICAL	Doctor			
	Dentist			
	Drugs			
CLOTHING	Family			
	Cleaning & Laundry			
RECREATION	Recreation			
BABY SITTER	Baby Sitter			
SAVINGS	All Savings			
EDUCATION	Tuition, Books, Etc.			
FIXED PAYMENTS	Alimony or Support Payments			
	Car Loan			
	Other Loans			
	Credit Cards			
OTHER	Repairs, etc.			

NET TOTAL				
PAYROLL DEDUCTIONS	Total Income Taxes (City, State, Federal)			
NET PLUS DEDUCTIONS	GROSS TOTAL			

Hourly budgeted range: _____ to _____

Monthly budgeted range: _____ to _____

Yearly budgeted range: _____ to _____

CAREER PATHS IN LIBRARIES

YOUR LIBRARY IS THE ANSWER! WHAT'S THE QUESTION?

Libraries provide many resources, but they have recently moved to a more extensive effort in the career development area.

School librarians are working closely with counselors and teachers to provide a place for students to research careers. Birch Run High School is an example of how this teamwork approach works.

Public libraries are another great source of career information. The neutral site, where anyone can feel comfortable, is for the student who is researching careers, but needs to do it after school hours, and for the displaced homemaker or dislocated worker who needs help in developing a new career. They can all find answers at the public library. The E.I.C. program funded by the Kellogg Foundation in five Michigan cities--Battle Creek, Detroit, Flint, Lansing and Marquette, are examples of what's available when librarians work together to provide a special area to house and promote the career resources available in the library setting.

BIRCH RUN HIGH SCHOOL LIBRARY

TEAMWORK IN THE SCHOOL LIBRARY SETTING

Introduction

One of the major goals of the Birch Run High School Counseling Department, according to Counselor, Jerry Telgenhof, "is to provide career information and counseling to all students."

Through the teamwork of Jerry, Counselor Mike Nelson, Librarian Patricia Dudewicz, and Secretary Nancy Cummings, a program has been developed to meet that goal.

Product

By the time students at Birch Run High School graduate, they will have completed a variety of career development activities which include:

MOIS Structured Search and research
Four Year Course of Study Plan
Two hour-long career seminars
Senior Fair

Process

Birch Run ninth graders are given one class hour to complete MOIS Structured Search with the cooperation of the English I teachers. Each student then spends one hour using the computer terminal in the library or counseling center to enter their Structured Search profile and explore an occupation of his/her choice. Then each student meets with a counselor and parents to develop a four-year course of study plan. Each counselor works one evening each week with one-half day compensation time during the week to accommodate those parents who can come only in the evening. Ninety-seven to ninety-eight percent of parents participate. This planning session develops a student, parent, counselor team.

The program provides students with the opportunity to learn to use the computer terminal and become more knowledgeable about their chosen career. MOIS is a major resource in determining the career and academic future of the student. A secondary benefit is the improved reading, writing and retrieval skills.

The DAT and the Explorer's Survey done in the eighth grade, along with the ninth grade MOIS program career printouts, are all tools used during the counselor/parent interview to determine classes for the student. This helps parents to be more informed regarding their student's career plans and the high school courses necessary for success in their career path. MOIScripts most often used for the interview to develop the four-year plan are duplicated and kept on file in the counseling center as a resource to students.

Pat Dudewicz and the high school counselors coordinate with the Boy Scout Explorers to bring in professionals to speak to tenth grade students focusing on 18 to 20 career areas a year. Students are selected to attend based on their career choices. A memo goes to each student to invite them to attend two hour-long seminars listening to two professionals discussing their jobs, training, salary, and the related job opportunities in their field. Each seminar provides tenth graders with a closer look at the career they have chosen in the ninth grade. It also helps them examine their career and educational goals which were developed during their Four Year Plan interview. They may decide to go to the counseling office and library to revise their career goals or explore new goals.

In addition, each student does a yearly update of their Four Year Plan and determines whether their career choice is still the same. The library is available to them at any time to view information on MOIS, as well as other career resources.

Summary

As stated in the MOIS survey done at Birch Run High School, MOIS is a basic ingredient in the career preparation of students. Some of the comments from staff using the system are as follows:

> Jerry Telgenhof, Counselor - "I have used the MOIS system with students in career planning since it was developed. It is the most useful and up-to-date information that we have available for our students."
>
> Nancy Cummings, Counseling/Library Secretary - "MOIS provides a comprehensive convenient opportunity to obtain information for career possibilities."
>
> Patricia Dudewicz, Librarian - "MOIS sets the pace for career investigation by our students by providing them with thorough and up-to-date information. They are amazed at what they can get for free. MOIS definitely encourages the students to think about the future."

Jerry Psotka, Principal - "We applaud the MOIS program as an invaluable counseling aid that is of enormous benefit to students in their career preparations. The rewards appear to be limitless and as lasting as a lifetime."

The coordination and cooperation of counselors, the library staff, teachers, and administration creates the "career paths" for Birch Run students to explore a variety of career possibilities. It provides the school staff with the opportunity to make the parents an integral part of the career decisionmaking process. Birch Run's school motto, **"Expect the Best - Accept No Less"** says it all.

Patricia Dudewicz, Librarian - MOIS Coordinator
Birch Run High School
1240 Church St.
Birch Run, MI 48415
(517) 624-9392

8.

EDUCATION INFORMATION CENTERS (E.I.C.)

ADULT CAREER PATHS TO A BRIGHTER FUTURE

Introduction

The W.K. Kellogg Foundation of Battle Creek funded pilot Education Information Centers (EIC) in public libraries in four Michigan cities - Battle Creek, Detroit, Flint, Lansing, and Marquette.

These libraries provide a specialized area of the public library where all the information related to careers, employment, and education have been assembled for easy access and use. Specially trained EIC staff are available to offer free assistance predominately directed toward adult patrons in finding career materials, developing a plan of action, explaining how to contact other community resources to meet special needs, conducting workshops, and demonstrating how to use simple computer software to help guide career decisions.

Each library provides this unique career information service based on the needs of the particular community.

BATTLE CREEK WILLARD PUBLIC LIBRARY JOB INFORMATION CENTER

Kathy Pruneski is the Job Information Center Coordinator for the E.I.C. at the Battle Creek Willard Library. She works 20 hours per week providing personal help to adults pursuing information related to careers, employment, and education.

Each week approximately 100 people use the MOIS computer or microfiche program to research new career opportunities, look at ways to update skills in their present job, and develop new resumes to change careers. In addition, there are a variety of additional career resource materials and computer career guidance programs available for further self-assessment and national employment outlook.

Based on needs of the community, the emphasis in the Battle Creek Center is "adults in transition." There is a heavy use of materials to study for the GATB since the major industries of the community use this aptitudinal battery through the MESC office as a determinant of the prospective employee's ability to perform the job.

Examples of adults in transition includes: Two people were using the out-of-town newspapers to look for job leads in other cities. One adult was reviewing the resources available for updating her resume, and a client sent from the Michigan Rehabilitation Services office was doing research with MOIS on computer. The Michigan Rehabilitation client can no longer work as a cement mason because of a leg injury. He has a Bachelor's Degree in Conservation, is a registered Taxidermist and a licensed diver, who wants to move to Colorado. Based on his educational base, his interest in working with people, and his physical limitation, he was using MOIS to look at opportunities in Recreational Therapy, as well as other conservation related careers. In addition, he was using other Center resources to determine employment outlook in the Colorado area for his specific skills. He had a real need for the support that Ms. Pruneski could give him while using the MOIS computer program, as well as ideas to use in his career decisionmaking process. His fear of using a computer and looking at a whole new career path were very evident, and he would not proceed without Kathy being right there with him. This is just one example of what can happen when your career path has to change because of an injury. The Battle Creek Center provided him with the support he needed to make some important career decisions to find a "Career Path to a Brighter Future."

To support rather than duplicate resources, there is a networking with other public agencies through monthly meetings with all of the "help" agencies in the Battle Creek area. This updates them on anything new in the Center program and helps Kathy to link up with their activities so she can be a support to their efforts. An example of this is the Urban League. They use the resources of the Center every Monday from 1:30 - 3:00 p.m. from October - January for employability skills activities with their clients.

Plans for fall include designing a resume for those "adults in transition" and continuing the resume writing workshop taught by a community person.

Adults in the Battle Creek area have the resources available to move into new and everchanging career paths.

Kathy Pruneski, Job Information Center Coordinator
Willard Public Library
7 W. Van Buren St.
Battle Creek, MI 49017
(616) 968-8166, ext. 43

DETROIT PUBLIC LIBRARY CAREER AND EMPLOYMENT INFORMATION CENTER

"Take Charge of Your Future" is the logo on the flyer advertising the Detroit Library Career and Employment Information Center. Diane Cutler is the Librarian - Career Specialist in the Center, along with a full-time library assistant, and a volunteer serving ten hours a month assisting adults with their resumes. The Center is open Monday - Saturday, 9:30 - 9:00 p.m. and is free to all patrons. Diane spent four months in planning. She looked at Detroit area needs, reviewing materials ordered by current librarians and resources from other institutions.

The emphasis is on the dislocated worker needs. Since May 1988 when there were 332 questions and 32 MOIS users, there has been a monthly increase to 659 questions and an average of 130 MOIS users.

A call-in service is available for questions. Diane, along with the library staff, answered approximately 14,000 calls in the last year. She also makes appointments as requested for a 45-60 minute informational interview. This may lead to the completion of the MOIS Structured Search and/or the MOIS data files. The worker requirements section of MOIS maybe used for career changes, and the nature of the occupation, tools and equipment, etc. may be used for resumes. Then the assistant takes over to help each patron go through other data files or resource materials as needed.

Because of the number of dislocated and public assistance adults with needs in the Detroit area, it was important to get the 25 branches involved in the career development activities. They joined together in a Career and Employment Information Center/Branch Implementation Workshop, a part of which was to update the Branches of career information available from MOIS. In addition, they link closely with the TIP program.

Advertising on radio and in newspapers directs patrons to their local branch library when: looking for work, changing jobs, unsure of which direction to take, and they don't know how to get started. If adults need the special assistance provided by the downtown Detroit Center, the branches refer them to the main E.I.C. Center. Also as a part of the advertising effort, Diane has developed a brochure and flyer to display in the entrance area of the library to inform library visitors of the service. She also distributes this brochure and

flyer to the branches and to support agencies. In addition, there is a list of the materials and equipment available and where to find it.

An offshoot of the advertised service to the community brought a "hectic" time for Diane in February. One of the local high schools required all 10th graders to write a paper on three careers. Suddenly, 400 students were at the Detroit Center wanting to use MOIS on computer. Well, needless to say, Diane assisted them, but now she has had to take a look at a way to plan with high school staff to be able to integrate these career development activities in conjunction with serving the adult population.

Networking with public and private agencies serving unemployed adults is also an integral part of Ms. Cutler's program. She works with these agencies to support their career planning activities so their clients can develop a marketable skill.

The Detroit Public Library Career and Employment Information is available in all branches and at the main library to provide a free career development service for anyone looking for work, looking for a change of pace in the work world, looking for careers using their special skills, and for those unsure of which direction to take. The library staff helps them get started on the "career path to a brighter future."

Diane Cutler, Librarian III Career Specialist
Detroit Public Library
5201 Woodward Ave.
Detroit, MI 48202
(313) 833-4251

FLINT PUBLIC LIBRARY - COPE CENTER (CAREER OPPORTUNITIES AND PLANNING FOR EMPLOYMENT)

Carol Burton-Barnett is the Project Director of the COPE Center in Flint. There is a staff of four paid employees - Carol as coordinator, one full-time assistant, one part-time librarian, one part-time advisor/workshop presenter. A volunteer is also available ten hours per week.

The COPE Center is open 66 hours each week and has a two-fold mission--to educate the general public of the changing occupational roles and equip individuals to adequately "cope"--choosing to change and adapt. There are over 3,000 pieces of career related printed materials, as a well as a computerized career guidance system and MOIS on microfiche and computer. MOIS has become a vital function of the Center since they put it on hard disk computer. In eight months, over 8,300 people used the Center and another 3,300 have called for assistance.

Outreach is one of the strongest points of the Flint COPE Center. It is an integral part of Carol Burton-Barnett's approach to reaching the community and developing funding resources. During the proposal stage, outreach resulted in locating agencies and persons supportive of the EIC Project. An Advisory Committee was selected from those resources. Members represent agencies and institutions within the local community and at the state level. The Advisory Committee functions solely to advise on matters such as programming, outreach, and suggestions for securing future funding.

Because of this solidly planned outreach, two institutions are utilizing the COPE Center. The 68th District Court's Community Service Program's offenders, who are required to do community service hours, spend the first five hours of their service at the Flint Center exploring career options. Also, all participants in the Job Plus Program, a pilot program of the YWCA, designed to assist teenage mothers to enter the workforce, come to the EIC for interest and value assessment on the career guidance system and/or MOIS. In addition, the Center staff has selected two populations to reach, single mothers and ex-offenders who are leaving the correctional institutions. Flint Correctional Facility requested a job club for their residents on a regular basis. Ten weeks have been committed

on a pilot basis. Also, Emergency Shelter for Women will be receiving career planning seminars on a bi-monthly basis.

According to Carol, "One of the major difficulties in getting the Center's message to the community was that the people who would most benefit were not library users, so many types of promotions had to be utilized through agencies, local civic groups, school counselors, parent groups, etc."

The average Center user expects the staff to find them a job and are anxious, impatient, and frustrated when they learn differently. The first task, then, is to address those feelings. The Center staff shows the patron that a career plan is vital in finding employment and that time is needed. After they accomplish these steps, the unemployed adult can start looking at what is available in the Flint Center to help them in developing their career plan.

There was a real need in the Flint community, where the unemployment rate is as high as 15.8%, to provide a resource for those who are unemployed. There is also still a myth operating among workers that General Motors will come back as it always has. Time will eliminate this myth, but, in the meantime, there are thousands of auto and manufacturing workers who will have to change their career path to have a brighter future. Workshops for resume writing, interviewing for success, discovering the hidden job market, skills inventory, nuts and bolts of small business, coping with stress, future of work, assessing your skills, and careers of the future are available for these dislocated workers and senior citizens. The Center also provides a way for the workers to search for jobs in other areas of the state through the use of MOIS and newspaper ads. This can be a very costly and time consuming experience.

There is an evaluation form designed to give a profile of the user and to determine their satisfaction with the program. In addition, the W. K. Kellogg Foundation has provided an overall project evaluation which shows that there has been a considerable increase in the career materials available to patrons, and the patron use of the library has significantly increased. Community agencies now view the library as an important resource with supportive staff and quality service.

Carol Burton-Barnett and her staff have taken an important resource, the Flint Library, and have made it available to those people in the community who are not regular library users. It's a new, very positive experience for the Flint community.

By utilizing the resources of the Advisory Committee, Carol has also laid the base for the EIC to become a permanent part of the library and the community. These people can assist her in finding the funding needed to continue this excellent career resource.

Carol Burton-Barnett, Project Director - EIC
Flint Public Library
1026 E. Kearsley St.
Flint, MI 48502
(313) 232-7111

LANSING PUBLIC LIBRARY - WORK WORLD (EIC)

Eve Brown is the Coordinator of "Work World" for the Lansing Public Library. She is full time with one assistant who works 35 hours per week, and one part-time librarian. The Center is open during regular library hours and is located, visibly, near the main entrance of the Lansing Public Library.

The target population served is the unemployed adult living in an economically depressed area. According to Eve, many of the patrons have common denominators. "They exhibit symptoms of incredibly low self-esteem, depression, and negative self concept. Whether they are American, Black, Asian, white, male or female doesn't have a bearing on the psyche when they are unemployed and want a job. They are on the outside. At this time, when they need the most strength, they have the least. Part of my role is to give them the strength they need."

Eve Brown has researched the needs of the community and provides a service that is "client centered." There are two clear goals that she feels are the most important aspects of serving the Lansing area clientele.

Goal 1 That **no** person should feel that "here again was a possibility to assist the individual with career searching, but all s/he got was more confusion."

Goal 2 Empowerment is the key. Clients need to be encouraged, motivated, and inspired to take control of their own future.

To meet these goals for high quality service, 75% of the staff time is spent on one-to-one advising and consulting with clients, organizing workshops, answering inquiries about specific career materials, and locating community resources. The other 25% is spent on administration of the center.

The full computerized MOIS system is an integral part of the EIC's program. It gives patrons assistance with their self-assessment, information about careers, educational opportunities, and how to go about the job search. Because 90% of Eve's clients do not want to move, and MOIS is Michigan specific, the Michigan Employment Outlook section of MOIS is extensively utilized for determining choices of careers and where they are located in Michigan. According to Eve, "The MOIS Structured Search is simple and straightforward and provides for the assessment of **physical limitations** as they relate to careers which no other career information system can do."

Once clients needs have been assessed, they are put in touch with the appropriate resources, whether it be resources in the Center, a community referral, or direct assistance with such skills as resume writing. A card is kept on all clients who have had consulting appointments, done research, or participated in Work World coordinated workshops. If a client calls, any staff member can pull the card and know what resources have been used with that person. It also reinforces personal interest in the client, creating an atmosphere of caring which is so important to the development of trust and changing negative behaviors.

To provide the necessary referrals, Eve has developed ongoing links with a number of community organizations serving the unemployed adult. For example, the Urban League regularly brings groups in for an introduction and tour as one of three sessions they provide to their clients for finding employment. Mid-Michigan Rehabilitation and Associates is a private company which utilizes the center and use of MOIS for its clients.

Work World has also formed relationships with UAW-GM Human Resource Center, Lansing Community College, Michigan State University, MESC, the Lansing School District, as well as a number of other organizations. Work World complements rather than duplicates community agency efforts. As an example, Eve Brown worked closely with staff of GM to develop and implement an eight-hour workshop on career planning and employment skills. She assisted with the first few workshops and then facilitated the GM Human Resources Center staff in taking full responsibility for the remainder of the workshops.

She also developed a workshop on careers for the Boys and Girls Club of Lansing, and then assisted their staff person to take over.

Comments by local agencies and community groups, recorded in the Evaluation Report by outside evaluators as part of the W. K. Kellogg Foundation grant requirements, read as follows:

> "Work World is a needed alternative for clients we see. It fills a gap. It provides some services beyond those of the agency, has more accessible hours, and solves cost issues for low-income people who fall outside the guidelines for free services."
>
> "Work World is able to offer a compassionate approach to people as opposed to (a large bureaucratic agency)."

"Work World might refer people (to his agency) for in-depth, sit-down assessment and help thinking. Then when they have some ideas of what they want to do, he refers them back to Work World for career and job market information which the Coordinator 'has a good handle on'."

"The existence of the EIC has affected their perception of the library. I was really surprised (to learn about the Center). I will pay more attention to what the library does have to offer. It helps the community as a whole realize that the library is an excellent resource."

Work World held an open house recently. A creative way in which Eve Brown promoted the sharing of the career success stories was to have a number of the patrons come to the open house wearing name tags with the introduction, "Ask me how Work World helped me." This gave visitors a real feel for what Work World can do.

The Center's approach is very "proactive." The staff provides the equipment, material resources and the career information expertise, and then it is up to the patron to choose further interaction. However, the staff listens closely to the needs expressed. This, along with specific requests from community organizations, has generated a variety of workshops conducted by Eve Brown including:

Employability Skills Workshop (6 hours)

Job Search Resources - Networking, Job Hot Lines, Job Search Areas

Resume Writing - Four steps in writing your own resume

The Interview - Practice with video equipment

Eve is also in the process of writing a booklet entitled, "How to Write Your Own Resume."

Future plans include establishing a "self-service delivery system" so that clients coming to Work World can find materials and resources easily on their own, if they prefer to do it that way. Eve would also like to develop a systematic community referral database for public use.

Eve Brown has put in place a "key" to unlock the doors to explore, discover, and locate the answers a person needs to move along his/her career path to a brighter future. She has

established techniques to raise self-esteem, so that individuals are able to act from positions of strength to overcome the "fear of the unknown" and to cope with changes in life styles.

Eve Brown, Coordinator
The Lansing Public Library Work World
401 S. Capitol Ave.
Lansing, MI 48933
(517) 374-4626

MARQUETTE PETER WHITE PUBLIC LIBRARY EDUCATION INFORMATION CENTER

Julie Schweppe, EIC Coordinator, and Karen McClenny, Library Assistant, work full time to serve a variety of Marquette area patrons in the Education Information Center (which is open 54 hours per week). Their theme is "Promoting Career Development and Job Training", and their goals are to serve the people of the community and develop resources for continuing the Center.

The Center is serving an average of 350 patrons each month, ranging in age from 18 to 45. Users include current patrons, middle/high school students, special needs adults, university students, agency clients, dislocated workers, and military service personnel. There is a large military installation near the Marquette area, and the military personnel utilize the Center to look at possibilities for employment when they return to civilian life. The MOIS Military data file is an important resource for them.

Materials unique to the Marquette facility are newspapers from the regional area as well as surrounding states; management skills development and funding resources for self-employment; resource materials for taking the civil service tests; military to civilian life directories; resources for developing contracts with the military; and career resources to understand the employment opportunities within the corrections field. (Marquette State Branch Prison employs a large workforce from the area). In response to the high rate of unemployment in the Marquette area, many adults are interested in developing skills to run a small business. They have expressed the need for resources in management skills development and funding resources.

Two of the ways Julie and her staff marketed the Center were: an Open House inviting agency personnel, city government officials, business contacts, military personnel, university staff and library patrons; and, development of a 12-minute video describing EIC services. She has also linked up with many community agencies to support their career development activities with clients.

MOIS is used extensively with local area people; especially for statewide information in a succinct and easily readable format.

The Bi-County Alternative High School uses the Center as a readily accessible library resource since they are housed directly across the street. Students may complete the MOIS

Structured Search as part of their classroom activities, and then utilize the computer and resources at the Center to research careers.

MESC sends many of their clients to the Center to explore careers, develop resumes, research job advertisements, and learn interviewing techniques.

Project Plus, a public awareness project of available literacy programs, provides the funding for staffing an area wide Upper Peninsula WATTS line to answer questions about literacy programs. The spinoff of this is that the Marquette EIC can help these people develop a career plan. There is also a "Learn to Read" series through the local public TV station.

Last, but not least, the Department of Social Services has a program named MOST (Michigan Opportunities and Skills Training). A special section of this, PROJECT ASSESS, is for mothers with children under six who are on general assistance. The mothers see the 12 minute EIC video at a general orientation meeting at Department of Social Services, and then they complete an assessment package which includes MOIS and other career resources at the Center.

Because Marquette is a small community and patrons do not want their neighbors to know they are out of work, workshops are not offered. This is another example of the importance of assessing the needs of users. This is important not only for this project, but very necessary for schools and agencies providing career development activities.

According to Julie Schweppe, "The EIC has been very successful in establishing good community linkages, and marketing services throughout these linkages to attract new users to the library. Visibility of services of the EIC is increasing within the community as evidenced by increasing numbers of EIC users." The next year will focus on marketing EIC services to the general public, exploring alternative funding sources, and developing education/job change related programming.

Julie Schweppe, EIC Coordinator
Peter White Public Library
Education Information Center
217 N. Front St.
Marquette, MI 49855
(906) 228-9529

SELECTED PROGRAM HIGHLIGHTS

The following pages contain a variety of career development programs in an abbreviated format. This allows us to present additional MOIS activities from our users.

Even though these programs are in an abbreviated format, this by no means reduces their importance.

ALPENA COMMUNITY COLLEGE TALENT SEARCH

ACADEMIC POTENTIAL BUT NO PREPARATION

Jackie Timm directs a federally funded program, through the Michigan Department of Education, designed to assist persons, who have academic potential but lack adequate secondary school preparation to enter, continue, or resume high school, college, or any type of postsecondary vocational training. Anyone who is 12 years old, has completed 6th grade, and resides in the eight county area can qualify.

Once the participants are identified through a variety of resources, and qualify for the program, Ross Corpe and J. Kim Robbins, Technicians, visit the programs to support the career development activities and serve as resources to the teachers and students.

The MOIS Structured Search is used to match interests with potential careers. The computer in Alpena Community College Learning Skills Center is then used to provide the student with a hard copy list of careers and information from the MOIS data files. To cover the large geographic area, teachers and counselors in the local programs can call for information. The Talent Search program staff will run a list to match the MOIS Structured Search profile for each participating student in the eight county program area. Agencies such as JTPA and DSS utilize this service heavily.

The Talent Search staff also provides field trips to college campuses and vocational schools around the State. Central Michigan University, Ferris State University, Grand Valley State University, Lake Superior State University, Michigan State University and Suomi College are the area colleges and universities which participate in this program.

In addition to college visitations, the Talent Search staff helps students with career decisions, provides ACT/FAF fee waivers to income qualified applicants, supplies financial aid information, provides college admission information/fee waivers to income-qualified applicants, and provides information on programs offered at the colleges/universities and vocational schools.

The annual report for the Talent Search program shows that 80% of the students who enter postsecondary training complete the training.

This is another way a program staff can pave the way for those who have the ability to develop a path to become a productive, successful employee.

Jackie Timm, Director
Educational Talent Search
Student Services Department
Alpena Community College
Learning Skills Center
253 Natural Resource Center
Alpena, MI 49707
(517) 356-9021, ext. 283

BERKLEY HIGH SCHOOL

A COLLABORATIVE APPROACH TO CAREER DEVELOPMENT

Berkley High School is in the process of creating a schoolwide career/employability skills development program. Susan Powell is coordinating this effort through the Career Resource Center. The driving force behind this program is a desire for every student to create an educational development plan (EDP) during his/her four years at Berkley High School.

Teachers at each grade level are being asked to collaborate with the Career Resource Center staff in: establishing common career development goals; designing curriculum components; setting timelines; and selecting a pool of activities from which lessons will be planned. The program is structured so that as students move from grade to grade, they are exposed to new concepts and the previous year's material is reinforced. Career counselors and Career Resource Center staff act as resources to enhance classroom efforts (see p. 94).

Each grade's curriculum is designed separately. Before implementing a curriculum, a great deal of planning and experimentation occurs. A small pilot test is actually conducted. Once a curriculum has passed the pilot test phase, Ms. Powell gathers the materials and resources necessary to conduct the unit. She then supplies each teacher with a curriculum packet and makes her expertise and the career resource center available to them.

The ninth grade career development unit is firmly established in all English classes. The material for a tenth grade English unit has been pilot tested and will begin full scale implementation this fall. Both the eleventh and twelfth grade units are still in experimental stages.

This collaborative, flexible approach to design career development programs allows Berkley High School staff to provide their students with the skills and experiences necessary for informed career planning.

Susan Powell, Resource Center Coordinator
Berkley High School
2325 Catalpa
Berkley, MI 48072
(313) 544-5850

SELECTED RESOURCES FROM BERKLEY HIGH SCHOOL CAREER RESOURCE CENTER

Michigan Occupational Information System
Occupational Outlook Handbook
Dictionary of Occupational Titles
Chronicle Guidance
Peterson's College Search
College USA
Chronicle Vocational School Manual
National Association of Trade and Technical Schools Manual
The "Work" Book - Washtenaw Intermediate School District
Michigan Employment Security Commission material
Port Huron's Employability Development Plan materials
St. Joseph Intermediate School District's Employability Development Plan materials

SAMPLE OF BERKLEY HIGH SCHOOL'S ACTIVITIES BY GRADE LEVEL

9th Grade

Self-Awareness
- Self-exploration activity packet
- Video tape on Self-Image
- MOIS interest survey

Decisionmaking and Planning
- Open EDP file

Career Awareness
- Career research
- Three occupational essays

Employability Skills
- Small group activities
- Resume, autobiographical sketch
- *Complete job application for critique
- School and community resource identification

10th Grade

Self-Awareness
- Holland SDS
- Cross reference Holland with new MOIS search
- Career resource center visitation orientation
- Life management skills assessment
- Salable skills assessment

Employability Skills
- Resume writing update
- Business letter for career information (MOIS)
- *Interview skills activity packet
- *Mock interview

Career Awareness
- Career report
- Visit Voc-Tech center

Decisionmaking and Planning
- EDP revision

11th Grade and 12th Grade

Decisionmaking and Planning
- College search if applicable
- Research three colleges or technical institutes
- Optional:
  - Scholarship search
  - Computer test preparation (ACT and SAT)
  - Career planning service
  - College video tapes
  - Parent financial aid night
  - College night
  - Career fair

Career Awareness
- Individual career research
- *Job shadowing (11th grade pilot this year)
- Coop program (12th grade only)

Employability Skills
- Resume revision
- Optional video on employability skills

*Activity is part of an ongoing Partnership Project between Berkley High School and the local business community.

Berkley High School

KINGSLEY HIGH SCHOOL

HOW MUCH OF YOUR LIFE IS INFLUENCED BY HIGH SCHOOL?

Robert Glover, Counselor for grades 7-12 at Kingsley High School teaches a nine week occupations class.

As part of that class, Rob has the students complete the MOIS, DAT, and OVIS to determine their interests and aptitudes. In addition, he has them do a one year budget so they can see what it costs to live today and what career they will need to support the life style they would like to have. In addition, they do a series of employability skills.

One activity he uses generates student thinking about the time in their life which has the most influence on the rest of their life.

He draws an 80 year timeline on the board. He then talks about all the learning that goes on from birth, and all the decisions that have to be made during the elementary, middle, and high school years. By shading in that portion of their life when most learning and decisionmaking occurs, they begin to realize how important it is to stay in school and prepare for becoming an employable person. This helps them to understand how much of what they do by the age of 18 will have a significant influence on the path of their future.

This is one of Rob's many approaches in interacting with students to get them to start thinking about reality and what they must do about it.

Rob Glover, Counselor
Kingsley High School
403 Blair St.
Kingsley, MI 49649
(616) 263-5261

MACOMB COMMUNITY COLLEGE CAREER RESOURCES AND TESTING

"STUDENT SUCCESS SERVICES"

Counselors play a key role in "Student Success Services" at Macomb Community College. The first step along the road to **Success** is an **assessment** of basic skills--the ASSET. All students have the opportunity to learn more about their present level of skills in Language Usage, Mathematics, and Reading. "The scores from ASSET help them to select the appropriate classes from the beginning, which is a key to their academic success."

The next step is the two-hour orientation. They meet with a counselor and/or advisor for the program or college major they have selected (business, technical, or general education). Their program is discussed, and they are assisted in the selection of college classes.

Those who are "undecided" are given the opportunity to complete the MOIS and/or Discover, as well as select a Life Career Development class for more indepth study utilizing MOIS.

All of the MOIScripts are available to students. They may ask Mary McMann, Coordinator of the Career Resources and Testing area, for copies of those which match their MOIS Structured Search profile list or other career assessments.

Macomb Community College also utilizes MOIS with automobile industry employees. Mary Preda is the liaison for UAW-Ford and administers the ASSET to the workers. Counselor, Dale Rustoni is the liaison for the UAW-Chrysler plants and Donna Healy administers the counseling services for the General Motors Technical area. UAW-Ford, UAW-Chrysler, and the GM technical area employees who are attending Macomb Community College are provided with MOIScripts which relate to their areas of aptitude, experience, and interest.

In addition, Dr. Jack Goldman, Professor of English administers the MOIS Structured Search to approximately 140 students. Mary McMann then gives each students a printout of the matching careers. Students who have problems meet individually with a counselor for assistance. All students research a minimum of three occupations using MOIS. They do an

interview with an appropriate worker on the job, write a resume and cover letter. Each student answers an ad to try to get an interview, and writes to MOIS Sources of Additional Information for data on careers from their MOIS Search list.

Displaced homemakers returning to school at Macomb Community College, working with the counseling staff assigned to Special Services, also utilize MOIS in their career decisionmaking process.

In the fall of 1989, new MOIScripts will be sent to appropriate department staff to update their awareness of new MOIScripts.

Counselors are very involved in providing "paths to a brighter future" for students at Macomb Community College.

Counseling Office
Macomb Community College
14500 12 Mile Rd.
Warren, MI 48093
(313) 445-7211

ST. LOUIS SCHOOLS

A DISTRICT WIDE CAREER DEVELOPMENT EFFORT

Opportunities for career development in the St. Louis School District start in kindergarten and continue through the adult education program. Many talented people contribute ideas and energies to maintain these programs, and Steve Bigelow coordinates their efforts.

The elementary school programs primarily rely on materials from the Coloma Career Development Curriculum Project. The middle school programs use a more diverse approach. Some of their activities include: job shadowing, MOIS career investigation, EDP preparation, the MOIS Structured Search, the DAT assessment, career poetry and poster contest participation (We Have So Many Choices - see p. 99), field trips, and guest speakers. The high school facilitates career development through continued EDP development, participation in co-op and volunteer programs (Volunteer Evaluation Form - see p. 100), vocational exploration and MOIS career investigation (MOIScript - see p. 99); in addition to APTICOM, ASVAB, MEAP, IDEAS, and PSAT assessment. Workshops on military careers, college planning, and financial aid are also offered. Employability skills are taught as part of subject matter curriculum.

The St. Louis School District is preparing all of their students to meet the demands of the changing work world by modeling a continuous self-awareness and career exploration process and by developing the decisionmaking skills necessary to plan future career transitions.

Steve Bigelow, Career Coordinator
St. Louis High School
201 E. Saginaw St.
St. Louis, MI 48880
(517) 681-2500

We Have So Many Choices

Should I go into medicine or education? Maybe I'll just go on a permanent vacation.

Should I rent an apartment or buy a house? I should go to school, but what about a spouse?

I could be a lawyer or a sports star. Where will I get the money to buy that car?

We have so many choices in this great world of ours. There is no reason why we shouldn't shoot for the stars.

So set your goals high, because there are no limits, not even the sky.

Sit down and think about all the choices and careers.

When you're ready, you should pick one that you'll be happy with for the rest of your years.

By Amy Brannan

MOIScripts

What are the educational requirements for your profession (MOIScript)?

What are the personal traits that you must possess for this profession? (Hint: Read between the lines on this one. Many day to day chores require communication skills you may not see on the outside. Are "people skills required?")

If you are lacking the necessary educational or personal skills for this MOIScript, where can you go to learn them? How can you learn to deal with people more effectively? What are the things you are doing now that are helping you become more qualified for a job in your area of interest?

Developed by St. Louis School District

ST. LOUIS

VOLUNTEER EVALUATION FORM

Student _____

Return by _____ Period covered by report _____

Rated by _____

Please place a check in one of the spaces to the right of each characteristic which best expresses your judgement of the student.

Command of Skills Needed For Job	Excellent	Good	Average	Needs Improvement	Unsatis-factory
Ability to follow directions					
Ability to accept criticism					
Ability to maintain routine					
Ability to get along with adults and/or co-workers					
Shows initiative					
Interest and enthusiasm in work					
Work finished on time					
Attendance					
Punctuality					
Willingness to work steadily					
Ability to work unsupervised					
Responsibility toward company property and equipment					
Personal appearance					
Quality of work					
Quantity of work					

Are you satisfied with worker's progress? _____

Your impression of this worker and his/her work _____

Adapted from Kay Taylor's Child Care Volunteer Evaluation Form, St. Louis School District

TRAVERSE CITY JUNIOR HIGH "STUDENTS AT RISK" PROGRAM

A SPECIAL APPROACH WITH SPECIAL STUDENTS

Sonia Perry, Counselor, and Jackie Wright, Teacher, coordinate a program at the Traverse City Junior High School for students identified as "at risk" of potential dropout beginning with seventh graders.

Seventh graders in the communication arts classes interview an adult friend about their career to find out what it takes to succeed in a particular career.

Eighth graders complete the DAT and MOIS Structured Search. They then use the MOIS Career Planning Component and run the Education and Training Summary for one or two occupations.

In ninth grade, those identified as "at risk" come together to complete a unit on Study Skills - Organization, Listening, Note Taking, and Test Taking developed by Jackie Wright. The objective is to teach students how to study and how to think so they can transfer these skills to daily academic and career development experiences. This unit is provided to faculty so they can reinforce these activities in all areas of study. The result will be better retention and transfer of skills in the future.

The "at risk" program coordinators also provide assistance and a study center for the student to complete assignments and handle personal and school problems.

Sonia Perry, Counselor & Jackie Wright, Teacher
Traverse City Junior High School
Silver Lake Rd.
Traverse City, MI 49684
(616) 922-6733

SPECIAL THANKS

Our user contributors are who make "a brighter future" happen in their school, agency, or library.

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WHAT'S NEW WITH MOIS (1989-90)

1. NEW MOISCRIPTS

   Three MOIScripts have been **added** to MOIS:

   225 **INFORMATION SYSTEMS MANAGER (MIS DIRECTOR)**

   232 **TELECOMMUNICATIONS ANALYST**

   258 **OCCUPATIONS IN THE HAZARDOUS WASTE INDUSTRY**

2. DELETED MOISCRIPTS

   Three MOIScripts have been **dropped** from MOIS:

   225 Stenographer

   232 Meatwrapper

   258 Riveter & Fastener

3. MOISCRIPT TITLE CHANGES

   Three MOIScript title changes have been made:

   14 Metal Job & Die Setter **changed to** Machine Tool Setter

   24 Punch & Stamping Press Operator **changed to** Punch-Press Operator

   82 Executive Housekeeper **changed to** Institutional Housekeeper

4. POSTSECONDARY PROGRAM FILE

   Eight Postsecondary Programs have been **added:**

   210 Packaging

   211 Fashion Merchandising

   212 Small Business Management & Administration

   213 International Business Management & Administration

   214 Management Information Systems

   215 Computer Science

   216 Fashion Design

   217 Laser Technology

   The "Yearly Program Cost" data has been deleted from the Postsecondary Program section due to concerns about the accuracy and usefulness of the available data. However, yearly tuition/fees, room/board, and miscellaneous expenses may still be obtained from the MOIS School/Training Site and Financial Aid section.

5. ADULT EDUCATION FILE

The Adult Education file now includes the sites (by Education Region) which have English as a Second Language (ESL).

The number of Adult Education sites included in MOIS has more than doubled in size.

6. MOIS SEARCH WORKSHEET

The back of the MOIS Worksheet now includes space to record related MOIS Education and Training Information; i.e., postsecondary programs, postsecondary schools and financial aid, apprenticeship, military, and school subjects.

7. MICROFICHE/COMPUTER INDEX BOOK

The section on "Major Features of the MOIS Computer System" (pages 3 and 4) has been expanded from one to two pages to give the user more complete instructions for using MOIS on computer.

8. MICROCOMPUTER CHANGES

The MOIS Structured Search disks now have space to insert the "User Name" on the list of matching MOIScript titles. The user name will also appear on the MOIS profile comparison chart.

The user's MOIS Structured Search profile now appears at the top of the list of matching MOIScript titles.

On the Structured Search disk an exit option has been added, allowing the user to "Return to DOS" from the MOIS "Welcome Message" screen.

The MOIS Structured Search Career Planning Component disks will now be produced in the following colors: IBM-PC (black); Apple (green); Radio Shack (blue); Commodore 64 (red).

THE MICHIGAN STATE BOARD OF EDUCATION

VOCATIONAL-TECHNICAL EDUCATION SERVICE
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